Get online @ Blue Ridge

Blue Ridge Community College

Quality Enhancement Plan
2018-2024

Onsite Visit: Oct. 30-Nov. 1

Explore, Experience, Engage: Get Online @ Blue Ridge

Blue Ridge Community College Quality Enhancement Plan 2018

Contents

Explore, Experience, Engage: Get Online @ Blue Ridge ii
Contents ii
Executive Summary 1
Introduction to Document Organization and Evidence of Compliance 2
Chapter 1: Institutional Process for Topic Selection and Development 3
DESCRIPTION OF BLUE RIDGE COMMUNITY COLLEGE 3
SELECTION OF THE QEP TOPIC 3
EVOLUTION OF THE QEP TOPIC 13
MARKETING THE QEP TOPIC 19
Chapter 2: Review of Literature and Best Practices 22
THE GROWTH OF ONLINE 22
PREPARATION MATTERS 22
INCREASING ENGAGEMENT 24
Chapter 3: Plan Focus, Learning Outcomes, and Assessments 26
SUCCESS IS OUR MISSION 26
CREATING ENGAGED STUDENTS 28
CREATING ENGAGED FACULTY 33
Chapter 4: Institutional Capacity, Plan Implementation and Evaluation 36
CREATING ENGAGED STUDENTS 36
CREATING ENGAGED FACULTY 42
FOUNDATIONAL SUPPORT 49
TIMELINE FOR IMPLEMENTATION 51
BUDGET FOR IMPLEMENTATION 56
Chapter 5: Looking Forward 57
References 58
Appendix 1a: QEP Development Committee Membership 60
Appendix 1b: QEP Marketing Committee Membership 60
Appendix 1c: QEP Implementation Team Membership 60
Appendix 2: Slogan Contest Submissions 61
Appendix 3: Marketing Plan and Budget 63
Appendix 4: Sample Discussion/Flipgrid Rubric Criteria 65
Appendix 5a: Dixson's Online Student Engagement Survey 66
Appendix 5b: Permission to Use Dixson's Online Student Engagement Survey 67
Appendix 6: QEP Faculty Engagement Rubric - DRAFT 68

Appendix 7: Online Student and Faculty Best Practices Brochure - DRAFT 70
Appendix 8: Expectations for Faculty Teaching Online DRAFT 72
Appendix 9: Online Course Checklist DRAFT 76
Appendix 10: QEP Participating Instructor Contract.....79
Appendix 11: Director of Distance Learning Job Description 80
Appendix 12: Instructional Designer Job Description 82

List of Figures

Figure 1: QEP Logo: Explore, Experience, Engage.....20
Figure 2: Student and Faculty Sub-goals Feeding into Overall Goal 27
Figure 3: Flipgrid Sample Discussion 31
Figure 4: Required Attendance Verification/Syllabus Confirmation Assignment 34
Figure 5: Remind Block Embedded in Online Course.....34
Figure 6: Example screenshots of sample draft revision to include more focused knowledge in an engaging visual manner. 37
Figure 7: Example of interactives to be built in for students to engage with the content. 38
Figure 8: Sample application activity combining best practice and how-tos. 38

List of Tables

Table 1: **Fall 2015** Course Success Rates by Delivery Method..... 4
Table 2: **Fall 2016** Course Success Rates by Delivery Method..... 4
Table 3: **Fall 2017** Course Success Rates by Delivery Method..... 4
Table 4: Core Team Membership..... 5
Table 5: Sample AtD Dream Team Composition..... 6
Table 6: Summary of Online-Related Recommendations from Early Alert Team..... 8
Table 7: **Fall 2016** English 111 Course Success Rates by Delivery Method 9
Table 8: **Spring 2017** English 111 Course Success Rates by Delivery Method 9
Table 9: **Fall 2017** English 111 Course Success Rates by Delivery Method 9
Table 10: **Spring 2018** English 111 Course Success Rates by Delivery Method 9
Table 11: **Fall 2016** BUS 110 Course Success Rates by Delivery Method.....10
Table 12: **Spring 2017** BUS 110 Course Success Rates by Delivery Method.....10
Table 13: **Fall 2017** BUS 110 Course Success Rates by Delivery Method.....10
Table 14: **Spring 2018** BUS 110 Course Success Rates by Delivery Method.....10
Table 15: Online-Related Recommendations from Academic Success Team 11
Table 16: BRCC Student Satisfaction Survey Results 2017-2018.....15
Table 17: BRCC Online Course Enrollment from Fall 2015 to Spring 2018 22
Table 18: Comparison of Baseline Data for Online Success and Retention Rates 26
Table 19: Overall Plan Assessment 27
Table 20: Revisions to Moodle Online Orientation for Students.....29

Table 21: OSES Results from the 2017-2018 BRCC Student Satisfaction Survey 30
Table 22: Student Learning Outcome Assessment 32
Table 23: Faculty Learning Outcome Assessment 35
Table 24: Implementation Strategies to Meet the SLOs 36
Table 25: SLO Implementation Strategies and Targets 41
Table 26: Implementation Strategies to Meet the FLOs.....42
Table 27: Quality Matters Budget 45
Table 28: FLO Implementation Strategies and Targets 48
Table 29: Roles and Responsibilities 50
Table 30: Timeline for Implementation of **Student Strategies** (subtasks not listed).....51
Table 31: Timeline for Implementation of **Faculty Strategies** (subtasks not listed).....53
Table 32: Budget for Implementation 56

Executive Summary

Blue Ridge Community College's Quality Enhancement Plan (QEP), "Explore, Experience, Engage: Get Online @ Blue Ridge" stems from key elements of the College's mission, notably to "...support student learning, [and] enhance student advancement and success." The plan targets online courses by incorporating proven best practices in online education to increase student and faculty engagement in the online learning environment.

BRCC's QEP grew organically out of the College's ongoing, comprehensive planning and evaluation processes. Numerous deficiencies in online course success rates have emerged over the years, particularly when compared with traditional versions of the same courses. In addition, in multiple focus groups and surveys, students, faculty, and staff have voiced concerns about online preparedness and engagement for and from both students and faculty. Those concerns and success disparities in online courses, spanning nearly a decade, led to the selection of the QEP focus on online education.

QEP Overall Goal:
Student success is a priority for BRCC, thus the overall goal of "Explore, Experience, Engage: Get Online @ Blue Ridge" is to improve student success in online courses, which will be measured in two ways:

- 90% average in student completion for online courses involved in cohort group
- 80% average in student success (defined as C or better) for online courses involved in cohort group

To reach the goal of increased success, the QEP seeks to create more engagement in online courses. For the purposes of the QEP, engagement is defined as the active pursuit of learning resulting from the collaborative efforts of learners and educators, thus the two sub-goals of the QEP: create more engaged students and create more engaged faculty.

Sub Goal 1—Creating Engaged Students: Student Learning Outcomes:

- SLO1: Online students will identify abilities and behaviors indicative of highly engaged students in an online course.
- SLO2: Online students will demonstrate abilities and behaviors indicative of highly engaged students in an online course.

Sub-Goal 2—Creating Engaged Faculty: Faculty Learning Outcomes:

- FLO1: Online faculty will engage students with higher levels of communication and instructor presence.
- FLO2: Online faculty will construct courses that promote a high level of engagement

The assessments and strategies to measure and reach these goals and outcomes build upon existing structures at the College, but also introduce new processes, technologies, and support. The College's dedication to the plan is evident in the ample resources committed to both create and administer the plan for its five-year duration.

"Explore, Experience, Engage: Get Online @ Blue Ridge" reflects the College's mission and commitment to the success of its students. By increasing engagement from both students and faculty, the QEP aims to increase success in online courses. As a result of the QEP, Blue Ridge Community College expects continued growth and added value in online teaching and learning.

Introduction to Document Organization and Evidence of Compliance

Brief explanation of each chapter's contents

Standard 7.2: The Institution has a Quality Enhancement Plan that	Evidence	Chapter(s)
(a.) has a topic identified through its ongoing, comprehensive planning and evaluation processes	Topic selection & evolution thoroughly discussed and linked to institutional planning and research practices.	Chapter 1
(b.) has broad-based support of institutional constituencies	Relevant College constituencies involved throughout selection and development process. Plan addresses issues and concerns raised by faculty, students, and staff.	Chapter 1
(c.) focuses on improving specific student learning outcomes and/or student success	Overall goal focused on student success in online courses. Clearly developed learning outcomes for both students and faculty developed to reach the overall goal.	Chapter 3
(d.) commits resources to initiate, implement, and complete the QEP	Appropriate resources are identified. Defined roles and budgets included.	Chapter 4
(e.) includes a plan to assess achievement	Multiple assessment avenues, summative, formative, quantitative, and qualitative, have been developed to assess achievement of learning outcomes and overall goal.	Chapter 3 Chapter 4

Chapter 1: Institutional Process for Topic Selection and Development

DESCRIPTION OF BLUE RIDGE COMMUNITY COLLEGE

Blue Ridge Community College, opened in 1969, is a two-year public community college serving Henderson and Transylvania counties. The main campus in Henderson County, the Transylvania County campus, the newly created Health Sciences Center, as well as several additional off-campus instructional sites, serve a wide variety of postsecondary educational needs for the residents of western North Carolina. The College's mission is "to provide quality education and training opportunities that support student learning, enhance student advancement and success, and meet the workforce needs of our community." Our Strategic Plan focuses on promoting student access to and success in high quality programs, and developing a well-trained work force to meet the needs of our service community. Blue Ridge Community College offers several transferable Associate degrees in the Arts, Fine Arts, and Sciences, several articulated transferable Associate of Applied Science degrees, and many more Applied Science degree, certificate, and diploma programs intended to prepare students to enter the workforce.

Total enrollment for Fall 2017 (unduplicated headcount) was 2,128. 40% of curriculum students were full-time students and 60% were part-time students. For the same semester, 20% were employed full-time, 35% part-time, and 46% either unemployed or retired. The gender make up was 47% male and 53% female with the average age of a BRCC curriculum student being 24 years.

SELECTION OF THE QEP TOPIC

Blue Ridge Community College (BRCC) has a long history with distance education, offering its first fully online course in 1988. Over the years, like most institutions, the College expanded its offerings. By Spring 2008, the College's online course offerings had increased to 51 and enrollment in online courses was 816. At that time, the College was aware of performance deficiencies within online courses. In that same Spring 2008 semester, only 60.7% of students who enrolled in an online course completed the course successfully (as measured by earning a grade of C or better). Another telling measure, in this same Spring 2008 semester, of the original 816 enrollees, 205, or 25.1%, withdrew from the course. In the three years prior to that, student success rates in online courses averaged 66.9%, and withdrawal rates averaged 25.1%. In response to these low success rates, BRCC created its first Quality Enhancement Plan (QEP), "Be Ready for Online Classes," which was submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on August 1, 2008.

The interventions implemented as a part of the "Be Ready for Online Classes" QEP focused primarily on students' technological preparedness for online learning, as well as clearly communicating online course demands to students. Computer skills testing, remediation as necessary, and then placement into online courses were the heart of the plan. Additionally, the College created Course Requirement Outline (CRO) forms to better communicate each online course's specific requirements and demands. After the five-year duration of the plan, however, the results showed no significant impact on student learning or student success.

Even now, ten years later, students in online courses are significantly less likely to succeed than their counterparts in traditional face to face courses ("seated courses"). Though the number of students affected is even greater than it was in 2008, the outcome is virtually unchanged. For example, in Fall 2017, BRCC offered 110 courses online, with total enrolment of 1,895 students (duplicated), more than double the 2008 numbers. Yet these students share a remarkable similarity with their 2008 counterparts: they succeed at roughly the same rate. In Fall 2017, only 72.5% of online courses were completed successfully as compared to 79.9% of seated courses. Likewise, 16.5% of online courses ended in a grade of "W" (withdrawal) as compared to 12% of seated classes. Tables 1 – 3 below offer a comparison of online and seated course success rates for three consecutive years' Fall semesters.

*Table 1: **Fall 2015** Course Success Rates by Delivery Method*

Delivery	Total Seats	A-C	D-F	W	W%	SUC	UNSUC
Online	1931	1387	242	302	15.6%	71.8%	28.2%
Seated	3401	2725	277	399	11.7%	80.1%	19.9%

*Table 2: **Fall 2016** Course Success Rates by Delivery Method*

Delivery	Total Seats	A-C	D-F	W	W%	SUC	UNSUC
Online	1927	1328	200	399	20.7%	68.9%	31.1%
Seated	2919	2302	250	367	12.6%	78.9%	21.1%

*Table 3: **Fall 2017** Course Success Rates by Delivery Method*

Delivery	Total Seats	A-C	D-F	W	W%	SUC	UNSUC
Online	1895	1373	209	313	16.5%	72.50%	27.5%
Seated	2700	2157	219	324	12.0%	79.9%	20.1%

The success disparities discussed above, which would become the focus of BRCC's QEP, began receiving increased and renewed attention under the auspices of another self-improvement initiative. In 2015, Blue Ridge Community College became one of 16 community and technical colleges selected into the Achieving the Dream National Reform Network for that year. Achieving the Dream, Inc. (AtD) is a national nonprofit leading the nation's most comprehensive non-governmental reform network for student success in higher education history. The Achieving the Dream National Reform Network, including more than 200 institutions, more than 100 coaches and advisors, and 15 state policy teams - working throughout 35 states and the District of Columbia – has helped more than 4 million community college students have a better chance of realizing greater economic opportunity and achieving their dreams.

To begin the data gathering/exploration phase of our AtD process, three Leadership Teams were created to oversee different aspects of the self-study process: the Core Team, the Data Team, and the Communications Team. These Leadership Teams were comprised of faculty and staff from all areas of the College. The Core Team worked to identify existing values, assumptions, structures and systems at the College that nurture and impede student success. The Core Team provided leadership and oversight in the development of all AtD strategies. Table 4 below depicts the membership of the Core Team as an example of the make-up of the three Leadership Teams. Both the Data and Communications Teams had comparable membership numbers and diversity from across the campus.

Table 4: Core Team Membership

Member Name	Job Title
Kirsten Bunch, Co-Chair	Registrar
Tanya Bryson	Emergency Medical Science Faculty
Christopher English	Dean for Applied Technology
Jack Igleman	Business Administration Faculty
Marcia Stoneman	Vice President for Student Services
Robin Paulison	Dean of Basic Skills
Stacy Hill	Human Resources Development Instructor, Continuing Education
Tammy Pryor	Accounting Technician, BRCC Educational Foundation
Allison Carter, Co-Chair	Dean for Math and English
Ali Norvell	Electronic Resources Librarian
Donna Turner	Financial Aid Counselor
Laura Baylor	Physical Education Faculty
Olivia Martin	Mathematics Faculty
Patricia Horlick	Instructional Designer
Stephanie Kanupp	Surgical Technology Faculty

The Data Team provided a clear analysis of the College's performance with respect to student outcomes. The Data Team examined quantitative and qualitative data and presented the findings in a clear and compelling way. The Data Team sought involvement of students and faculty at every step and aided the Core Team in engaging students, faculty, and staff in a dialogue about the analysis and proposed goals and strategies. Finally, the Communications Team was responsible for all internal and external communication and marketing regarding Achieving the Dream. This Team developed and implemented a communication plan for Achieving the Dream that included communication to internal and external groups.

In addition to these three groups, other groups were created to allow every employee at the College an opportunity to be engaged in the AtD process. The College created twelve Dream Teams, placing every full-time employee on a Team. As BRCC made its way through the AtD process, these Dream Teams were called on for input, guidance, and feedback. The Dream Teams served as feedback/engagement groups and ensured that all employees had an opportunity to provide feedback on various aspects of the Achieving the Dream study.

Table 5 below demonstrates the make-up of the Beautiful Team, one of the twelve Dream Teams. All Teams were composed comparably. Every College employee was assigned to one of the twelve Dream Teams.

Table 5: Sample AtD Dream Team Composition

Member Name	Job Title
Florence Bissonnette	Nursing Faculty
Tanya Bryson	Emergency Medical Science Faculty
Jeffrey Ivory	Plant Operations Personnel
Stephanie Kanupp	Surgical Technology Faculty
Carol Ann Lydon	Direct Planning, Research, and Institutional Effectiveness
Christine Stewart	Phlebotomy Instructor, Continuing Education
Connie Vera	Spanish Faculty
Julie Brackett	Administrative Assistant, Student Services

Member Name	Job Title
Amanda Everhart	Student Activities Coodinator
Alma Jones	Spanish Community Interpreter Faculty
Ben Kish	Director Workforce Training and Development
Tricia Pearson	American Sign Language Faculty
Chris Suttles	Customized Training Program Regional Training, Continuing Education
Susan Williams	Library Services Director

The College called upon three of its Dream Teams to meet on April 26, May 2, and May 3, 2016. The three Teams included 39 total faculty and staff members from across all areas of the College, as established above. The stated purpose for each meeting was to discuss retention. In all three, common themes surrounding online courses emerged. Comments like, “some classes should not be taught online,” “our students are not ready for online courses,” “we should require a minimum GPA for online course enrollment” were repeated in almost all Team discussions. Likewise, emotions of frustration, concern, and hope were voiced with regards to online courses. When asked about solutions, one suggested strategy was to establish a mentor program in which instructors with higher success rates could guide those with lower success rates to improve their courses.

This trend of voicing concern about online courses continued in other Dream Team conversations. On May 9 and 10, 2016, two more Dream Teams met. These two Teams included 28 faculty and staff, again representing all areas of the College as discussed above. Instructor engagement and availability was a common topic in these groups. Some felt that required office hours (which BRCC faculty have—one hour per day, every day) helped to open up contact between faculty and students, especially if faculty required students to visit at least once early in the semester. However, distance education students may not be able to physically

visit, so this requirement, though well intentioned, might not serve all students and could potentially be a barrier. Other Dream Team members observed that faculty are not as available as they could be. These commenters noted that faculty are sometimes slow to respond, or fail to respond, to emails or phone calls. While these comments weren't necessarily specific to online courses, they are relevant to and compounded by the online learning environment.

In this first phase of the AtD self-study, the College conducted numerous student surveys and focus groups. For example, students participated in focus groups held within the College's freshman success (ACA) courses in November and December 2016. Two focus groups were held on the Henderson County Campus (HCC), and one focus group was held on the Transylvania County Campus (TCC). In all, twenty-nine students participated. Graduating students also participated in two focus groups in December 2015. These focus groups were both held at HCC prior to graduation practice. Additionally, BRCC used surveys as other means of obtaining valuable student input. Specifically, the College used its 2016 Student Satisfaction Survey, which received four hundred forty-one responses, and its December 2015 and May 2016 Graduate Exit Surveys, which garnered four hundred fifty-nine responses total.

Though none of the focus groups or surveys were held to specifically address online courses, online courses were invariably mentioned in all focus groups. As one would expect, opinions about the quality and overall student satisfaction with online courses ranged from the highly pleased to highly displeased. However, certain themes did arise. For instance, students repeatedly complained that faculty did not respond to their emails in a timely fashion, or worse, did not respond at all. Likewise, students often voiced concern over long delays in the return of graded work and a lack of depth in the feedback received. Another recurring comment of concern indicated that students felt isolated, that they were "teaching themselves" by reading a textbook and completing online assignments. A related and commonly voiced sentiment was the desire to have increased access to instructors in online courses.

After collecting and reviewing extensive data from shareholders, and consulting with its AtD coaches, the College decided to focus on six key areas that aligned closely with the College's mission and Strategic Plan. Each key area had a group of faculty and staff appointed to it, charged with further investigating that particular concern and developing plans to address identified areas in need of improvement. These six groups were the Early Alert, Academic Support, Advising, Communication, Connection, Course Offerings, and Learning Pathways Teams. These Teams met regularly, and most continue to meet, developing and implementing strategies related to their various charges. Online students became a common theme in the research of all the Teams. Two Teams in particular seemed to continuously return to concerns about online students: Early Alert and Academic Support.

During the Fall semester of 2016, the Early Alert AtD Team investigated several important factors related to student success. The Early Alert Team had the priority goal to, "Institute an early alert system to identify and effectively intervene with students who are exhibiting at-risk behaviors." Through its work, the Team recommended numerous strategies. Table 6 below indicates recommendations made by the Team that specifically relate to online courses, use of

the Moodle learning management system, and/or heightened interaction between students and faculty.

Table 6: Summary of Online-Related Recommendations from Early Alert Team

Recommendation	Rationale for Recommendation
Require all courses to have a Moodle Shell	Student Focus Groups and Survey data suggest that students would like online access to their grades in all of their courses.
Require faculty to use Moodle Gradebook function	Student Focus Groups and Survey data suggest that students would like online access to their grades in all of their courses.
Recommend faculty use Personalized Learning Designer in Moodle - Automatic notifications that can be set in Moodle to notify student/instructor of low grades, missed assignments, etc.	Student Focus Groups and Survey data suggest that students would like online access to their grades in all of their courses.
Provide PD training to faculty on when to intervene with students.	Although many faculty are doing a good job with intervention, many faculty say in focus groups that they do not know when to intervene. A standardized recommendation for all seated and online faculty would address this issue.
Professional Development to teach instructors how to increase student/instructor interaction in online courses.	17% of online students surveyed said they do not feel connected to the College.

A common theme emerging from many of the Team's recommendations was that better communication from instructors was needed.

Likewise, the Academic Support AtD Team had the priority goal to "Provide increased academic support for instructors and students in our online and low success rate courses." This Team developed numerous recommendations for the provision of additional support. Members began by reviewing data related to low success rate courses (LSR courses) and online courses. An LSR course was defined as any course with 20 or more students enrolled that had a success rate below 70%. The Team determined, after a more thorough review of the LSR data, that most LSR courses were such courses because the online sections were so unsuccessful. For example, originally it appeared that English (ENG) 111, the gateway freshman composition course, had low success rates, but once the online sections were removed from the calculations, often the success rates were above the 70% cutoff. Tables 7 – 10 below illustrate the success trends by delivery method for ENG 111 in Fall 2016, Spring 2017, Fall 2017 and Spring 2018.

*Table 7: **Fall 2016** English 111 Course Success Rates by Delivery Method*

Delivery	Seats	A-C	D-F	W	SUC	UNSUC
Seated	300	211	36	53 (17.7%)	70.3%	29.7%
Online	**76**	**36**	**9**	**31 (40.8%)**	**47.4%**	**52.6%**
TOTALS	376	247	45	84	65.7%	34.3%

*Table 8: **Spring 2017** English 111 Course Success Rates by Delivery Method*

Delivery	Seats	A-C	D-F	W	SUC	UNSUC
Seated	165	104	17	44 (26.6%)	63.0%	37.0%
Online	**30**	**15**	**2**	**13 (43.3%)**	**50.0%**	**50.0%**
TOTALS	195	119	19	57 (29.2%)	61.0%	39.0%

*Table 9: **Fall 2017** English 111 Course Success Rates by Delivery Method*

Delivery	Seats	A-C	D-F	W	SUC	UNSUC
Seated	289	220	31	38 (13.1%)	76.1%	23.9%
Online	**62**	**42**	**13**	**7 (11.3%)**	**67.7%**	**32.3%**
TOTALS	351	262	44	45 (12.8%)	74.6%	25.4%

*Table 10: **Spring 2018** English 111 Course Success Rates by Delivery Method*

Delivery	Seats	A-C	D-F	W	SUC	UNSUC
Seated	171	130	12	29 (17%)	76%	24%
Online	**51**	**35**	**4**	**12 (23.5%)**	**68.6%**	**31.4%**
TOTALS	222	165	16	41 (18.5%)	74.3%	25.7%

**SUC = Percent of students who successfully completed the course.*
UNSUC=Percent of students who did not successfully complete the course.

While the success rates in all delivery methods can be improved, students in the online sections succeed at far lower rates. The Fall 2016 semester demonstrates that when the online courses are removed from the overall success totals, 70.3% of students are successful, as opposed to only 47.4% in online courses. A similar trend can be seen when comparing online to hybrid courses. Hybrid courses are classes taught both in a physical classroom and online. The percentage of online content can vary, but at least 51% of instruction must be online. Tables 11-14 below demonstrate a similar trend of lower success rates with the fully online course, BUS 110 Introduction to Business, when compared to the hybrid counterpart.

*Table 11: **Fall 2016** BUS 110 Course Success Rates by Delivery Method*

Delivery	Seats	A-C	D-F	W	SUC	UNSUC
Hybrid	28	17	4	7 (25%)	60.7%	39.3%
Online	**82**	**42**	**14**	**26 (31.7%)**	**51.2%**	**48.8%**
TOTALS	110	59	18	33	53.6%	43.4%

*Table 12: **Spring 2017** BUS 110 Course Success Rates by Delivery Method*

Delivery	Seats	A-C	D-F	W	SUC	UNSUC
Hybrid	10	8	2	0	80.0%	20.0%
Online	**75**	**39**	**11**	**25 (33%)**	**52.0%**	**48.0%**
TOTALS	85	47	13	25 (29%)	55.3%	44.7%

*Table 13: **Fall 2017** BUS 110 Course Success Rates by Delivery Method*

Delivery	Seats	A-C	D-F	W	SUC	UNSUC
Hybrid	31	21	5	5 (16.1%)	67.7%	32.3%
Online	**71**	**39**	**3**	**29 (40.8%)**	**54.9%**	**45.1%**
TOTALS	102	60	8	34 (33.3%)	58.8%	41.2%

*Table 14: **Spring 2018** BUS 110 Course Success Rates by Delivery Method*

Delivery	Seats	A-C	D-F	W	SUC	UNSUC
Hybrid	9	6	3	0	66.6%	33.3%
Online	**119**	**71**	**15**	**33**	**59.7%**	**40.3%**
TOTALS	128	77	18	33	60.2%	39.8%

**SUC = Percent of students who successfully completed the course.*
UNSUC=Percent of students who did not successfully complete the course

One can see clear similarities between the two courses. In each, students in fully or partially seated sections fare better than their online counterparts by significant margins. After reviewing more, similar data and comparing success trends across multiple courses (see Tables 1 – 3), the pattern illustrated in the examples above continued. The conclusion, then, was clear: Low Success Rate was synonymous with online. The Academic Support Team, like the Early Alert Team, recommended numerous strategies. Table 15 below indicates recommendations made by the Team that specifically relate to online courses, use of the Moodle learning management system, and/or heightened interaction between students and faculty.

Table 15: Online-Related Recommendations from Academic Success Team

Recommendation	Rationale for Recommendation
Require ACA in the first Semester	Student focus group data reflects that there is a fear of taking online classes and a lack of knowledge about our resources. It is crucial that they get this information and support in the first semester of college.
Add more and varied sections of CIS 110	Course success data shows that students in seated sections of CIS 110 perform at a much higher rate than those in a fully online section.
Offer a non-transferable option to CIS 110 for AAS students.	CIS 110, particularly the online sections, is a low success rate course at the College.
Evaluate the course design of CIS 110 to better meet the needs of students enrolled in that course.	CIS 110, particularly the online sections, is a low success rate course at the College.
Give students in MAT 171 limited access to register for the fully online sections if their GPA is below 3.0. Advisors would recommend traditional or hybrid delivery classes as an alternative	MAT 171 has a very low success rate, particularly online.

Many of the initiatives in the list above were supported by the College administration, and have been set into motion. However, as the table indicates, they were often targeted to a specific course. While the strategies might have impact on student success in those particular online courses, they don't address the full spectrum of online courses offered by the College, thus further action needed to be taken.

In January 2017, College leadership made the decision to combine the Early Alert and Academic Support Teams into one group that would serve as the College's QEP Development Committee. Additional key staff and faculty members, such as the College's Director of Research, Planning, and Institutional Effectiveness, were also added to the Committee at that time (see Appendix 1a for QEP Development Committee membership). The charge of the Committee was to develop the College's QEP by reviewing the proposed recommendations of the two Teams, analyzing relevant data, determining and gathering data that was still needed, and researching related best practices.

The QEP Development Committee immediately set to work.

After thoroughly reviewing the work already conducted by both AtD Teams, relevant quantitative and qualitative data obtained by stakeholders throughout the AtD process, and researching best practices, the QEP Development Committee agreed that a focus on increasing student success in online courses was a good choice for the College's QEP. BRCC's long history with online education; its previous unsuccessful QEP; and the continued concern voiced across all areas of the College, from students, faculty, and staff, regarding student success in online courses all justify the selection.

Having identified a focus that derived directly from broad-based involvement of campus constituencies, the QEP Development Committee sought to ensure the topic also had solid grounding in the College's overall planning in multiple, meaningful ways. A thorough, top down review clearly demonstrates that increasing student success in online courses connects to and filters down from the College's Mission Statement through its Vision and Values, and into its Strategic Plan.

As it should, BRCC's Mission Statement drives all of the College's efforts. At BRCC, "Our mission is to provide quality education and training opportunities that support student learning, enhance student advancement and success, and meet the workforce needs of our community." Providing quality education, supporting student learning, and enhancing student success are all key concepts from the Mission Statement; thus, the QEP's focus on increasing student success in online courses is clearly aligned with the College mission.

Additionally, the QEP seamlessly connects with elements of the College's Vision and Values statements. In support of its Vision statement, "BRCC will continue to provide programs of excellence in academics and training that foster economic vitality in our community," the College asserts that it will "improve the quality of life for the people we serve by:

- enhancing customer service to all who come our way
- increasing the retention and success of our students
- infusing appropriate technologies for problem solving and enhanced program delivery."

Though the list contains many other items, the three listed above have specific relevance to the QEP's goal of increasing student success in online courses, and, as will be discussed in subsequent sections of this report, many of the strategies to reach that goal can be linked directly to these directives.

Likewise, and in keeping with the high-level connectivity described so far, similar agreement between the QEP focus and BRCC's Values exists. Three value statements are of particular import:

- "We value excellence in teaching, training, and student-centered learning.
- We will be the champions of innovation, ever vigilant for opportunities to improve the delivery and quality of instruction through changes in technology and educational research.
- As a public educational institution, our faculty and staff are accountable to the people we serve to deliver the best programs possible to enrich the lives of those within our reach."

The QEP focus on student success in online education and the strategies to reach it derive from the Values listed above, namely via the key terms "excellence," "innovation," "improve[ment]," and "accountability." Chapter 3 and Chapter 4 of this plan, which discuss the focus and implementation of the plan, will illuminate how the QEP addresses these core Values.

Finally, the QEP focus has direct relevance to and is driven by the College's Strategic Plan. First, the 2014-2020 BRCC Strategic Plan addresses the College's intent to "increase student access to quality education and training opportunities." Strategic Goals A.1 and A.4 specifically

relate to online education as they assert the College will “provide flexible course scheduling options,” and “expand the number of programs offered completely online.” Online courses are valued by many because they offer flexibility for students allowing them to complete their coursework around their other commitments. While there may be other approaches to flexibility in course offerings, online courses are certainly a component of that goal. The connection to Strategic Goal A.4, expanding online programs, is obvious and illustrates the College’s interest and investment in online education.

Further, the QEP’s focus on student success in online courses connects to other key elements of the College’s Strategic Plan. The second strategic direction of the 2014-2020 Strategic Plan is to “improve student success in all levels of course completion and degree attainment.” Strategic Goals B.3 and B.4 are particularly relevant; in these, the College aims to “increase retention, completion, and goal attainment,” and “ensure preparedness for online learning opportunities.” Again, the connections are clear and strong. BRCC’s commitment to retention, completion, and goal attainment are a commitment to student success. Increased attention to student success in online courses via the QEP should lead to increased retention in those courses, but will also likely lead to improved retention and persistence overall. Likewise, the online success focus of the QEP meaningfully links to the online preparedness goal quoted above as the QEP seeks to enhance student preparation for online courses to ensure their success in those courses as will be explained in Chapter 3 and Chapter 4 of this document.

BRCC’s process for identifying and refining the QEP focus was assuredly conducted according to SACSCOC requirements. Standard 7.2(a) requires that “The institution has a Quality Enhancement Plan that has a topic identified through its ongoing, comprehensive planning and evaluation processes.” The College’s QEP focus to increase student success in online courses was unequivocally derived in such a manner. Over a two-year process, the College conducted an intensive self-study, one that was data driven and garnered input from faculty, staff, and students from across all areas of the College. Not only was this focus area reached through the College’s comprehensive planning and evaluation processes, it seamlessly connects with all levels of the College’s planning, with direct correlations throughout the College’s Mission, Vision, Values, and Strategic Plan.

EVOLUTION OF THE QEP TOPIC

With the overarching goal of increasing student success in online courses clearly in mind, the QEP Development Committee began reviewing literature related to student success in online courses. The QEP Development Committee Chair shared an annotated bibliography he created on best practices in online education with the Committee. The Committee was asked to review that document and identify themes. The results of the literature review are discussed thoroughly in Chapter 2.

Concurrently, QEP Development Committee members also reviewed and discussed recommendations created by the Academic Support and Early Alert AtD Teams. As noted earlier, these recommendations seemed to focus on a need for enhanced communication between faculty and students. Based on ideas gleaned from the literature review and the common theme identified in the recommendations from the two AtD Teams, the QEP

Development Committee drafted learning outcomes and strategies that revolved around the concepts of communication and connection. In subsequent meetings, the Committee discussed these draft learning outcomes and narrowed them down to nine outcomes under two overall goal headings.

This initial draft plan followed a two-pronged approach, focusing on both students and faculty. As a result, the QEP Development Committee divided into two subcommittees, a Student Subcommittee and a Faculty Subcommittee. Both groups worked to develop specific strategies to meet the proposed goals and learning outcomes, as well as methods for assessing them. The goals centered on improving student success in online courses, and the strategies generally focused on the provision of training for both faculty and students. The result of this work, which spanned Spring and part of Summer 2017, was a well-developed outline of the goals, strategies, and metrics, coupled with a proposed timeline for the draft plan.

After attending the SACSCOC Summer Institute in July 2017, the QEP Development Committee Chair returned to share his experience with the Committee. In particular, he voiced concerns over the scope and marketability of the existing plan. After some discussion, the Committee agreed on two concerns. First, the plan incorporated too many learning outcomes and metrics, thus was much too complicated and would be difficult to implement and assess effectively. Second, with its targeting of low-performing courses, specific down to the instructor level, the plan was potentially unnecessarily punitive and not holistic enough, thus not being marketable for both perceived negativity and lack of broad impact.

With those concerns in mind, and in light of continued research in best practices, the Committee revamped its proposed plan to create something that retained the best elements of the initial plan and offered a more positive and empowering approach to all involved. Much of the research pointed to something more meaningful than communication as an important factor for success. The term that kept surfacing was “engagement,” which certainly encompasses elements of communication, but also much more. The Committee realized that what it really wanted was for students and faculty to become *more engaged* in online learning. Both needed a heightened awareness of their roles, a stronger presence, and knowledge of the best strategies for achieving those things.

The Committee revised its initial plan with a focus on engagement as the key ingredient to student success in online courses. An important first step was defining engagement. The Committee settled on the following definition: engagement is the active pursuit of learning resulting from the collaborative efforts of learners and educators. Committee members particularly supported this definition because it specifies the responsibility of both parties, students and faculty, and emphasizes interaction and activity.

In October 2017, the QEP Development Committee Chair discussed this revised plan with SACSCOC staff who offered several pieces of advice for improving the plan. Those suggestions involved adjusting the language within some of the learning outcomes, removing and replacing some of the outcomes, and accessing and using relevant data from the College’s learning management system (LMS).

Also in October 2017, The QEP Development Committee conducted several focus groups that contributed to other revisions in the plan and solidified the Committee's commitment to others. Three student focus groups were held: two at the Henderson County Campus (HCC), involving seven students total, and one at the Transylvania County Campus (TCC), involving seven students. Students participating in the focus groups were asked a variety of questions ranging from why they chose online courses to what they found most engaging in those courses. As expected, answers from students varied; however, certain themes appeared, many of which were repeated from previous focus groups and surveys.

One theme that emerged from the student focus groups was communication, particularly appropriate/preferred channels and timeliness. Students reported that instructors use a variety of communication channels—discussion forums (News or Class Questions forum), emails, messaging within the learning management system (LMS), and phone calls. A consistent concern raised was timeliness of response. Many students complained that responses were either too late (multiple days elapsed), or worse, never came. Some, but very few, indicated that instructors provided set chat hours, for either text-based or video correspondence, though many indicated an interest in such an opportunity. This is also evidenced in student comments made in the latest College-wide 2017-2018 Student Satisfaction Survey shown in Table 16.

Table 16: BRCC Student Satisfaction Survey Results 2017-2018

14. In general, what could BRCC do to help you be more successful in your online courses?
Better communication
Better communication with teacher in a timely manner.
Better communications with instructors, maybe offer online office hours.
Better time from responses from teachers
Comunication [sic] between faculty & students
Fast grading and summary of reasons for the grade I receive on an assignment.
Grade our work faster
Have instructors put grades in faster. There have been times I have waited week to get essay grades back.
Have more interactions w/ instructor
Have more room for communication, and just responding to questions.
hire teachers who grade on-time and provide feedback
I do my best when I get regular notifications about assignments due. I used to get these in my email but I no longer due but I had a better experience when i did because it is hard for me to go online everyday.
I really enjoy my online course. The only problem I've had all year is when my computer crashed and I was unable to contact my instructor because there isn't a phone number given for them.
Make a policy that instructors will reply to emails w/in a set number of class days. (ex. 2 class days) max

14. In general, what could BRCC do to help you be more successful in your online courses?
Make sure all instructors are prompt to grade assignments.
Make sure teachers actually answer their students emails, grade on time, don't leave out assignment grades because they waited too long to put in final grades.
Make sure teachers communicate with their online students. If they do not respond then they should not be teachers of online courses.
make them more easy to contact instructors-always had trouble having instructors contacting me back
Make them more interactive with the teacher.
making teachers respond to emails and giving better online note a/not making the class boring
Making the instructor get back to the students in a more timely manner.
More accessibility of instructors as well as live or at least recorded lectures would be great. Department review of course syllabuses, grading and assignments (there were numerous grammatical and language errors in the course materials; assignment descriptions did not reflect grading practices). There were almost no opportunities to meaningfully interact with other students and the instructor. I usually enjoy helping other students with the material ect but I could not do this.
More communication from instructors
more communication with professor
more communication, more instructions for material
More hours for instructors to be available for additional help.
More interaction between students and teacher
More opportunities for video chat with instructors
Tell the teachers to listen to feedback about their online classes
While many instructors are great with assistance and communication, others are completely absent and outright ignore students - which was my case last semester.

Students in the focus group were also asked about their use of and experience with the College's orientation to its online LMS, Moodle. The Moodle Online Orientation for Students (MOOS) is available for students to complete on a voluntary basis, though some instructors require evidence of its completion as a part of their courses. Most students reported having completed the orientation, though often after completing their first online course. The orientation received favorable reviews; students indicated that it provided "the basics" and could be completed in a reasonable time. Interestingly, some students expressed a desire for more in-depth information about using Moodle. Although students were not directly asked about the College requiring its Moodle orientation, the topic came up in one focus group; one student expressed an understanding of why the College might want to require the orientation.

Another topic of discussion for the student focus groups was engagement. Students were asked what engagement meant to them and what they found engaging. In response to the first question, students commonly indicated that engagement meant "being involved" and

“interacting” with classmates and instructors. In each focus group, students reported feelings of more or less engagement in particular courses. All agreed that courses designed to increase student-student and student-instructor interactivity and connection through discussion, audio/video, and even an occasional face-to-face meeting were more engaging than those that do not.

A final important element discussed within the student focus groups centered on strategies the College could employ to help students be more successful in their online courses. One common response, voiced in all groups, was that students need and want frequent, clear communication from instructors. This need certainly applies to responses to student questions via email or forum, but also extends to expectations and due dates. Students indicated that, while they know they are ultimately responsible for keeping up with the course, they value reminders of upcoming due dates. They also prefer when due dates are clearly communicated using multiple formats—course calendar, announcement within units, and announcements via news forums, emails, and/or messaging software.

Also regarding the topic of communication and linked to the concepts of involvement and interaction, many students expressed a desire for more audio/video from instructors, including videos made by instructors to explain topics or assignments, as well as video chat opportunities. Many students also asserted that the College could do more to better prepare students for the rigors of online courses, particularly regarding the need for self-direction. Two final and interrelated concerns students frequently voiced were better organization and consistency with regards to course design. Students voiced frustration about courses that were difficult to navigate and locate necessary information within, or that seemed built as the semester progressed rather than thoughtfully laid out from the beginning. Likewise, lack of consistency in design across courses and in establishment of due dates both within and across courses caused confusion and frustration for students. One student’s comment seems to effectively capture the discussion: “teachers need to understand Moodle very well; know how to use it and how to be organized.”

The QEP Development Committee sought further student input during Spring 2018, holding another student focus group at the Henderson County Campus on April 25, 2018. Nine students responded to questions similar to those used in previous focus groups, though some were modified slightly, reflecting the continued development of the topic and shift towards marketing the QEP.

When asked what it means for students to be more engaged, most students in this focus group said that engagement means completing more work, unlike other groups who felt engagement means interacting. Clearly, the College will need to define and offer examples of engagement for students. Following this question thread, when students were asked if they felt they are engaged (participating) in their online courses, the majority answered, “kind of,” indicating some awareness that they are not as engaged as they could be.

Next, the students were asked questions about avenues for communication. Most participants indicated some interest in instructors holding online chat hours during which students could drop in to have questions answered. Similarly, students voiced a strong preference for texting over

email as an avenue for communicating essential course information. In fact, most indicated that they infrequently or never checked their campus email.

Students were also asked what channels the College should use to send out short infoblurbs of information related to success. Popular responses included some forms of social media, particularly Instagram and Twitter, the College's Writing on the Wall publication, fliers and pamphlets in the Student Center, and on-campus computer screensavers.

The information gathered in this final focus group seemed to agree with prior responses from students and confirmed many of the suspicions of the QEP Development Committee. With these ideas in mind, the Committee continued to revise and refine the plan.

Faculty focus groups were also held, and interestingly, they provided similar clarification and verification of the QEP's direction. Two focus groups were held, both at the Henderson County Campus. The first focus group involved nine full-time and adjunct faculty from Arts and Sciences; the second also involved nine full-time and adjunct faculty, this time from Business and Service Careers, Applied Technologies, and Health Sciences and Emergency Services. Like the students, faculty participating in the focus groups were asked a variety of questions ranging from how they communicate in online courses to what "being an engaged faculty member" means to them.

While faculty discussed a range of methods for communicating with students, most tended to use fairly standard methods: email, feedback on assignments, and news and discussion forums. When asked to discuss the effectiveness of these methods, faculty agreed that these messages were "moderately effective" at best. Faculty asserted that students often don't read emails or in-course announcements; thus, they miss important information. Similarly, faculty expressed concern that students also did not effectively use features like Moodle's calendar, which can help keep them abreast of due dates. Additionally, many faculty felt that students, especially younger students, are not attuned to email, preferring some other method of communication instead.

When asked about improving communication with students in online courses, all faculty seemed to agree that the College should clarify its preferred methods of communication with students and provide them with clear expectations and instructions. Suggestions about which channels should be used for student communications varied—personal email, College-provided email accounts, texting, messaging through the LMS, other messaging systems, or even combinations of any of those. Regardless of the channel, all agreed that the expectations should be made clear and communicated in multiple ways, through orientation, advising, and course syllabi. Another suggestion was that faculty should create a schedule for themselves and for students; faculty should routinely post announcements and students should routinely "check-in." Likewise, scheduling automated updates using the LMS was proposed. Weekly chat sessions were another popular topic. Very few faculty were actually using video conferencing, but some seemed interested in the increased interaction it affords.

Faculty were also asked to describe the behaviors of an engaged online instructor and to discuss what they see as the instructor's role in engaging students in online courses. Prompt

response to questions received via email or a discussion forum was the response that garnered most consensus. A few faculty also discussed strategies like sending personalized emails to struggling students, posting weekly announcements, and providing introductory videos. Many faculty lamented that large class sizes diminish the instructor's to ability personalize and engage. Faculty likewise expressed concern and frustration over how to engage students who seem apathetic towards their own success.

A final, more targeted question was then put forward to faculty. They were asked to discuss what role faculty should play in discussion forums. The conversation offered an array of viewpoints. Some faculty felt they either had no time to participate in forums, or that they did not need to participate as the forums were for student discussion only. In sharp contrast to these views, other faculty felt they should actively participate in forums to increase their visible presence in the class and steer the conversation in appropriate directions.

These focus groups provided important insights into the experiences of the College's online students and faculty. Through them, the focus on engagement in online courses was solidified, and strategies for enhancing engagement were refined. The QEP Development Committee learned that both students and faculty need a better understanding of their roles in online courses and identified meaningful ways to bring the two together.

In addition to collecting student and faculty input in the manners described above, the QEP Committee plans to survey online faculty early in the Fall semester of 2018 to obtain further guidance on areas where their students tend to struggle online. The information gathered from this survey will be used to refine the revisions to the Moodle Online Orientation for Students (MOOS), to be discussed in more detail in Chapter 3.

The preceding sections have illustrated that the QEP topic arose and evolved through a complex process. This process has firm roots in the College's mission and planning, was derived through intensive self-study, and involved all relevant constituencies.

MARKETING THE QEP TOPIC

As the plan began to take shape, the need to market the plan to shareholders and gain additional support for the QEP became an important concern. So, the College created the QEP Marketing Committee (see Appendix 1b) and charged it with developing materials and activities to inform and engage faculty, staff, students, and the community in the plan and its goals.

Two major marketing initiatives took place in Spring 2018. First, the QEP Marketing Committee developed a brief presentation which debuted at the February 22, 2018, Professional Development Day, a mandatory event for all BRCC staff and faculty. The presentation included a short film, live action, and audience participation and oriented faculty and staff to the major goals, learning outcomes, and strategies of the QEP in a lighthearted, 1980s theme. Feedback was very positive, and faculty and staff expressed support and excitement for the QEP.

Also in Spring 2018, the QEP Marketing Committee held a QEP Slogan contest. The Marketing Committee, hoping to capitalize on the current 80s nostalgia trend, invited stakeholders to

submit 80s themed slogans for the QEP, with two $100 Visa gift cards as the prize for the winner. The contest launched during the College's Spring Picnic on March 21, 2018, and submissions were accepted until April 25. The contest was advertised through various channels including fliers, email blasts, and social media posts. Stakeholders could submit up to three suggestions using submission boxes available at all campus locations or online. The Marketing Committee received fifty-seven submissions (see Appendix 2), and ultimately decided that combining two submissions created the best option for the QEP's slogan and title, "Experience, Explore, Engage: Get Online to Your Future," though it was later revised to "Explore, Experience, Engage: Get online @ Blue Ridge" to increase readability and marketability. One submission came from a BRCC staff member, and the other came from a BRCC student. Each received one $100 Visa gift card. The winners were announced at the April 26, 2018, Student Government Association Awards ceremony and on social media.

During the summer of 2018, the QEP Marketing Committee, with assistance from the College's marketing firm, developed the QEP logo (see Figure 1).

Figure 1: QEP Logo: Explore, Experience, Engage

The logo, when shared with six faculty and staff, met with mixed reviews: three positive and three negative. However, when shared with eight students, six Student Government Association Officers and two Student Ambassadors, at a Leadership Training on July 19, the logo was enthusiastically supported, thus the decision was made to use it as the official logo of the QEP for all marketing purposes.

Marketing initiatives increased at the beginning of the Fall 2018 semester. Students involved with the Student Government Association and/or the College's Student Ambassador program set up information booths at multiple welcome back events held at the Henderson County and Transylvania County Campuses, as well as the Health Sciences Center, during the week of August 20-24. The students gave out stickers and lanyards bearing the QEP's slogan and logo, and they provided information about the QEP to their peers. Additionally, the lanyards were also given out at the bookstore as new students received their student identification badges.

The marketing of the QEP topic and related initiatives will continue throughout the implementation of the QEP. A marketing plan and budget is available in Appendix 3.

Chapter 2: Review of Literature and Best Practices

THE GROWTH OF ONLINE

Online education has become increasingly popular since its inception. Allen and Seaman (2013) indicate substantial growth in students enrolled in online courses in their ten-year study. That study indicates that in Fall 2002, 1,602,970 students took at least one online course; that number increased to 6,714,792 by Fall of 2011. Those numbers represent a growth in online enrollment from 9.6% to 32.0% of total enrollment throughout the decade studied (Allen and Seamen, 2013, p. 17). In their *Online Report Card* (2016), Allen, Seaman, Poulin, and Straut note that "with more than one in four students (28%) taking some of their courses at a distance, these courses seem to have become a common part of the course delivery modality for many students" (p. 12). In fact, their research indicates that a majority of students (67%) in public institutions were enrolled in at least one online course in Fall 2014. BRCC's online enrollment data shows that 51.3% of our students were enrolled in at least one online course in Fall 2017. Below, Table 17 offers three years' worth of online enrollment data for the College.

Table 17: BRCC Online Course Enrollment from Fall 2015 to Spring 2018

SEMESTER	TOTAL STUDENTS	NUMBER OF STUDENTS WHO TOOK AT LEAST ONE FULLY ONLINE COURSE (Unduplicated)	PERCENT OF STUDENTS TAKING AT LEAST ONE ONLINE COURSE
Fall 2015	2073	1054	50.8%
Spring 2016	1930	1044	54.1%
Fall 2016	2150	1110	51.6%
Spring 2017	1959	897	45.8%
Fall 2017	2128	1073	51.3%
Spring 2018	1920	1031	53.7%

Lokken's (2017) *2016 ITC Annual National eLearning Report and Survey Results* indicates several areas of concern for colleges offering online education. Of particular interest to BRCC's study are the first five (of seven) core challenges Lokken reports: "Student readiness, faculty training, quality course design, online course assessment, and student completion" (p. 4). BRCC's QEP tackles these five core challenges through a dual-pronged approach, focusing on preparing both students and faculty to become more engaged in online learning.

PREPARATION MATTERS

With so many students engaged in online education, the obvious question of how an institution can ensure the quality of the education provided in an online environment is raised. A review of best practices in online education is then essential for any institution committed to enhancing the quality of its offerings. Given BRCC's focus on student and faculty preparedness, this

discussion will focus on research related to better preparing both groups for the online learning environment.

Students need to be adequately prepared to effectively engage in online learning. Without adequate preparation, students are likely to meet with frustration and failure. The ITC 2016 eLearing Survey Results indicates that the top four challenges involving online students distance learning administrators report include (from greatest challenge) “assessing online student learning and performance, orientation and preparation for learning online, low student completion rate, and providing equivalent virtual student services” (Lokken, 2017, p. 27). In reflecting on its 2008 QEP experience and the institutional self-study precipitated by our AtD involvement, BRCC is particularly interested in the second most noted concern—orientation and preparation for learning online.

Student preparedness is an area for real concern in online education. Lokken (2017) observes “students can often misjudge the online learning environment and lack the requisite study and student success skills they need to succeed” (p. 26). In that same report, Lokken indicates “…providing an improved orientation and student readiness program for eLearning students…represent[s] current best practices for addressing traditionally lower retention, persistence and completion rates for eLearning students” (p. 28).

Faculty, like students, must be ready to meet their enhanced duties as educators in the online environment. Faculty preparedness for online instruction is essential to high quality online courses and overall online program success. The ITC 2016 eLearning Survey Results indicates the top four challenges involving online faculty distance learning administrators report include (from greatest challenge) “engaging faculty in developing online pedagogy, evaluation of faculty, training, and workload issues” (Lokken, 2017, p. 23).

Faculty preparation and training, then, are critical components to student success. Lokken (2017) asserts, “Proper training will help faculty members as well as staff improve eLearning course quality, provide consistency across courses which will make them easier for students to understand and navigate, help recruit other online faculty members, enhance communication with and among students, and ultimately help improve student retention and success” (p. 24). The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), of course, recognizes and addresses the importance of faculty training in item 3.D. in its Best Practices for Electronically Offered Degree and Certificate Programs (2000): “The institution provides to those responsible for working directly with students the orientation and training to help them become proficient in the uses of the technologies for these purposes, including strategies for effective interaction” (p. 9). Unfortunately, BRCC currently falls within the one-fifth of campuses with no mandatory training for instructors who teach online (Lokken, 2017).

A simple yet important starting point for an institution is to clearly define and disseminate its expectations of its instructors. After all, as Ragan (2009) explains, though we can “assume that faculty know something of the face-to-face learning setting, we cannot assume that knowledge translates to the online classroom. It is our responsibility to provide the instructor with the best definition of successful performance for their success and the success of their students” (p. 4). Therefore, a logical starting point for the College’s QEP is to make sure that the College informs

online faculty of the behavioral expectations BRCC has for them. According to Ragan (2009), “Clearly defining and communicating the expected performance behaviors for online instructors saves faculty time because it eliminates uncertainty about roles and responsibilities” (p. 4-5). Additionally, such practices should “serve as a benchmark for faculty to gauge their online course activities and manage their online workload” (Ragan, 2009, p. 5). In his series of articles, Ragan suggests ten principles used by Penn State’s World Campus. Eight of the ten principles focus on the integral role the instructor plays in the online environment, reminding readers of the need for clearly communicating course expectations and procedures for interaction, instructor availability, response/feedback times, and other key elements of the online environment. As a whole, the ten principles serve to remind readers that online courses don’t simply run themselves once created, and that student satisfaction and success are dependent upon the engagement the students receive from the instructor.

The literature makes clear that preparedness is important for both students and faculty. Each group needs to have the requisite knowledge and skills to perform in an online learning environment. Moreover, students and faculty alike must understand what is expected of them to ensure success in their respective roles. It is incumbent, then, that institutions ensure the provision of that information. However, understanding one’s role and possessing certain skills is only a starting point. For learning to occur, prepared students and faculty must come together, interacting with each other and course material in meaningful ways.

INCREASING ENGAGEMENT

Engagement as a focus grew out of a concern that the students and faculty alike may not be sufficiently invested in their respective roles in the online learning environment. Engagement indicates appropriation of resources, i.e. investment in a course. As Hamane explains, “In essence, the more time and energy a student spends in meaningful activities, the more engaged he/she is in his/her education” (2014, p. 16). Numerous studies have demonstrated the positive impact that increased levels of student engagement can have. Increased student engagement is directly linked to better grades and higher rates of persistence and college completion, as well as other outcomes (Astin, 1984; Carini, Kuh, & Klein, 2006; Junco, 2012). Some researchers, like Hu and Kuh (2002), argue that engagement is “the most important factor in student learning and personal development during college” (p. 555). This, of course, assumes that faculty have created courses that encourage such student engagement and are themselves active participants in the course. In the online course, faculty, like students, must appropriate resources sufficiently as well, investing time and energy in the creation of and participation in the online course. It stands to reason that if faculty are not engaged, students will be less engaged as well. Perhaps first and foremost, students and faculty must understand the importance of engagement. Communicating that information will lay a foundation for action.

How, then, does an institution cultivate engagement? Online learning environments offer special challenges in this area given that students and faculty are separated spatially and temporally. The lauded benefit of flexible scheduling afforded by online courses becomes a potential detriment to engagement since students and faculty do not share a physical space in which they can interact with each other and course material.

Increasing interaction within online courses is an important element in enhancing overall engagement. Chen and Chen (2007) surveyed 1,279 online graduate students in education, business, and psychology all from one private university. In the presentation of their conclusions, Chen and Chen note, “These findings seem to re-emphasize the importance of promoting interaction in online settings, as recommended in the constructivist theories of learning…and in Salmon’s Five-Step Teaching and Learning Online Model…. These theories suggest that it is important for instructors to encourage active participation in the learning process” (p. 84). Similarly, Robinson and Hullinger (2008) assert, “The online curriculum should actively engage students through challenging academic rigor, consistent and timely student-faculty interaction, a collaborative learning environment, and activities that enrich the development of the student.” Of particular importance to the College’s QEP is the researchers’ emphasis on interaction and collaboration, bringing students and faculty together with material. As the researchers above suggest, engagement and interaction within the online learning environment are important. In fact, Centener (2018) discusses research from a variety of sources, all of which indicate that engagement in online courses can affect satisfaction, retention, and learning.

Many researchers offer specific suggestions for enhancing engagement in online learning environments. Not surprisingly, the use of communication technologies is a common thread throughout these discussions. Technological suggestions range from asynchronous to synchronous options, from discussion forums to online chats. Importantly, for many, the answer is not simply one or the other. Mohamad, Yusof, and Ari (2014) conducted a study of students’ opinions on discussion forums and chats. While students in their study seemed to indicate a preference for discussion forums for promoting learning, the researchers note that text chat offers social interaction and the opportunity for immediate feedback, which are also valued by students. Ultimately, Mohamad, Yusof, and Ari (2014) conclude that both technologies support active online learning and emphasize how instructor facilitation/interaction is seen as key by students, asserting online faculty should, “Provid[e] various website tools which support synchronous and asynchronous interaction with priority given to the use of text chats and discussion forums” (p. 37). Similarly, Centener addresses both discussion forums and chat sessions, asserting “a blended course consisting of some synchronous sessions and mostly online work offers a compromise that may maximize student engagement” (p. 233). However, Centener also makes a strong case for moving beyond simple text chats for the synchronous offerings. Working off research conducted by Borup et al. (2012) and Hege (2010), the author emphasizes benefits of synchronous video chat (as well as other asynchronous video applications) as they enable students to “visualize their instructor, detect a personality, view enthusiasm for the materials and better gauge the instructor’s expectations” (p. 233).

Obviously, technology plays an inescapable role in cultivating engagement in online courses. However, as the research suggests, no single technological application offers the answer. Thus, blended approaches, text-based and video, asynchronous and synchronous approaches seem to offer the most potential, addressing the complicated matrix of intellectual and social demands with appropriate flexibility.

Chapter 3: Plan Focus, Learning Outcomes, and Assessments

SUCCESS IS OUR MISSION

Internal research conducted as a part of the College's Achieving the Dream and QEP development processes revealed major student success deficits in online courses, lack of faculty training in online pedagogy and course design, and extensive gaps in communication and connection between students and faculty in online courses. From this, grew the topic of BRCC's QEP, "Explore, Experience, Engage: Get Online @ Blue Ridge."

Although engagement studies typically focus solely on students, defining engagement as a mixture of students' investment of time and energy, it became clear that engagement can and should encompass more. While it is certainly important that students devote high levels of both time and energy into their coursework if they want to succeed, there is another side to the equation. Faculty, too, must invest themselves fully into the success of their students, putting forth equal measures of time and energy to create learning environments that foster engaging experiences and create meaningful connections between students, faculty, and course material. For BRCC, then, engagement can be defined as the active pursuit of learning resulting from the collaborative efforts of learners and educators.

Out of that vision grew BRCC's QEP. The overall goal of the QEP is quite simply stated:

Improve student success in online classes.

Based on data from Spring 2015 to Fall 2018 (see Table 18), Blue Ridge has an 82.2% average completion rate in online courses with 71.1% of students passing with a C or better.

Table 18: Comparison of Baseline Data for Online Success and Retention Rates

Semester Year	Total Seats	A – C	D – F	W	% CMPLT	%W	SUC	%SUC	US	%US
SP 2015	1901	1351	230	320	83.2%	16.8%	1351	71.0%	550	29.0%
FA 2015	1931	1387	242	302	84.4%	15.6%	1387	71.8%	544	28.2%
SP 2016	1706	1130	224	352	79.4%	20.6%	1130	66.2%	576	33.8%
FA 2016	1927	1328	200	399	79.3%	20.7%	1328	68.9%	599	21.1%
SP 2017	1766	1219	212	335	81.0%	19.0%	1219	69.0%	547	31.0%
FA 2017	1895	1373	209	313	83.5%	16.5%	1373	72.5%	522	27.5%
SP 2018	1852	1374	169	309	83.3%	16.7%	1374	74.2%	478	25.8%
FA 2018	2037	1529	169	339	83.4%	16.6%	1529	75.1%	508	24.9%
Average	**1877**	**1336**	**207**	**334**	**82.2%**	**17.8%**	**1336**	**71.1%**	**541**	**27.7%**

As a result of the QEP, the College expects to see a 90% average in student completion and an 80% average in student success upon completion (defined as a C or better final grade) in revised online courses by the end of the five-year implementation plan as depicted in Table 19 below.

Table 19: Overall Plan Assessment

GOAL	OUTCOME	ASSESSMENT	TARGET
Overall Goal: Improve Student Success in Online Courses	Student Completion Rates Will Increase in Online Courses.	Measure completion rates of revised cohort courses annually for a five-year period.	90% average in overall online course completion rates of revised cohort courses.
	Student Success Rates Will Increase in Online Courses.	Measure students completing a revised cohort course with a grade of C or better annually for a five-year period.	80% average in number of students completing a revised cohort course with a grade of C or better

Meeting the goal will be no easy task, and, as indicated by the definition of engagement above, it will require the attention and effort of parties on both sides of the learning arena. To that end, a two-pronged approach is necessary. Since the College realizes that the responsibility for learning does not rest solely on the shoulders of either students or faculty, an approach that invests in both students and faculty, as visualized in Figure 2 below, is necessary.

Figure 2: Student and Faculty Sub-goals Feeding into Overall Goal

Empowering both parties should lead to greater success.

To reach this goal, both ends of the educational spectrum, students and faculty, are addressed through learning outcomes and the implementation of strategies designed to increase each party's engagement in the online learning environment. The learning outcomes and their assessments are explained in the Creating Engaged Students and Creating Engaged Faculty sections of this chapter. Chapter 4 explains how the College will implement and evaluate strategies to meet the intended outcomes, demonstrate its ability to do so, and offer a detailed timeline for the plan.

CREATING ENGAGED STUDENTS

Obviously students bear responsibility for their learning. Thus any interventions aimed at increasing student learning and success must focus on students. Often, however, students do not fully realize or accept this great burden of responsibility. Educators must guide them to such an understanding. To that end, the QEP Development Committee created two working hypotheses to guide its efforts:

- **Hypothesis 1:** Students need to learn and employ certain behaviors and skills to become more fully engaged with the course material, their peers, and their instructors.
- **Hypothesis 2:** Students who are more fully engaged in online courses will be more successful.

With these hypotheses as guidelines, the QEP Development Committee created Sub-Goal 1:

Improve student success in online courses by creating more engaged students.

To meet this goal, clear and measurable student learning outcomes were created which are centered on the belief that an engaged student is more likely to both learn and succeed.

SLO 1: Online students will identify abilities and behaviors indicative of highly engaged students in an online course.

Often students struggle because they simply are not prepared to be successful in the online learning environment. They do not know how to navigate and engage in an online class in a technical sense, for example how to upload assignments, post to discussion forums, contact an instructor, or locate important course information. Similarly, they lack knowledge of important behavioral skills, for example time management, proactive communication, and techniques for meaningful discussion forum contribution.

One way the College can assist students, then, is to provide an orientation to online learning. Like most colleges, BRCC currently offers students an orientation to the College's learning management system (LMS), Moodle. As one would expect, the Moodle Online Orientation for Students (MOOS) introduces students to Moodle and offers them information about and practice with some of its more commonly used features, thus addressing students' potential lack of technical proficiency. The orientation is conducted online using Moodle, though students can opt to complete it in a face-to-face guided session.

To ensure the MOOS provides the appropriate level of preparation and practice to meet the learning outcomes and the goals of the QEP, it will be revised as part of the QEP implementation. The revision will focus on three areas, all of which are relevant to the SLOs and thus students' ultimate success in online courses. Table 20 below indicates the three focus areas and examples of specific, targeted learning:

Table 20: Revisions to Moodle Online Orientation for Students

Revision Target Area	Learning
Knowledge of the College's LMS	• How to update a profile • How to alter user preferences • How to contact an instructor
Engagement Skills within the College's LMS	• How to post to a discussion forum • How to take a quiz • How to submit an assignment • How to use communication features (Quickmail, message, and other selected communication technologies)
Knowledge of engagement behaviors associated with online success	• How to participate regularly • How to manage one's time • How to communicate proactively communication • How to conduct self-assessment • How to participate meaningfully in forums

Some of the features in the table above already exist in the current version of BRCC's MOOS. Those that already exist will be carefully reviewed for accuracy and to ensure that suitable practice with the activity or concept is provided. Other elements in the table above, particularly those related to behaviors associated with online success, are new. That information and any associated activities will be added to the revised orientation by the QEP Implementation Team prior to its launch.

To stimulate student reflection on the engagement information provided and its application to their own learning, the College will employ the Online Student Engagement Survey scale (OSES), created by Dr. Marcia Dixson and used with her permission (see Appendix 5a & Appendix 5b). First, the College will establish baseline data about students' perceptions of their engagement. As part of the College's 2017-2018 Student Satisfaction Survey, students who indicated that they had taken at least one online class at BRCC responded to the OSES. In the survey, students are asked to rank their agreement with various statements about their attitudes toward and behaviors within an online course, from how often they study to how frequently they post to discussion forums. Students score themselves using a Likert scale of 0 to 4, zero being not at all characteristic of me, and 4 being very characteristic of me (Dixson, 2010). The average score on engagement attitudes and behaviors of students at BRCC was 2.83. Dixson's work (2010) indicates that students reporting engagement scores above the 3.4 mean are highly engaged. The College will continue to collect this data in 2018-2019 and use these two years' worth of data to establish the QEP baseline for this measure. Table 21 below demonstrates the 2017-18 student responses to the OSES questions.

Table 21: OSES Results from the 2017-2018 BRCC Student Satisfaction Survey

Criteria	Very 4	#	Characteristic 3	#	Somewhat 2	#	Slightly 1	#	Not at All 0	#	Total	Weighted Total
Making sure to study on a regular basis	22.94%	100	44.27%	193	22.94%	100	7.80%	34	2.06%	9	436	2.78
Putting forth effort	47.82%	208	40.46%	176	9.20%	40	2.30%	10	0.23%	1	435	3.33
Staying up on readings	28.07%	121	42.92%	185	20.65%	89	5.10%	22	3.25%	14	431	2.87
Looking over class notes between getting online	31.32%	135	42.46%	183	18.56%	80	5.10%	22	2.55%	11	431	2.95
Being organized	41.76%	180	35.96%	155	17.40%	75	3.71%	16	1.16%	5	431	3.13
Taking good notes over readings, PowerPoints, and video lectures	33.95%	147	38.57%	167	19.63%	85	5.77%	25	2.08%	9	433	2.97
Listening/reading carefully	40.88%	177	46.42%	201	10.62%	46	1.85%	8	0.23%	1	433	3.26
Finding ways to make the course material relevant to my life	30.48%	132	40.42%	175	21.25%	92	5.08%	22	2.77%	12	433	2.91
Applying course material to my life	30.18%	131	38.94%	169	22.35%	97	5.30%	23	3.23%	14	434	2.88
Finding ways to make the course interesting to me	31.71%	137	41.90%	181	18.75%	81	6.48%	28	1.16%	5	432	2.97
Really desiring to learn the material	34.03%	147	40.74%	176	19.44%	84	3.70%	16	2.08%	9	432	3.01
Having fun in online chats, discussion, or via email with the instructor or other students	14.69%	63	25.64%	110	29.14%	125	13.75%	59	16.78%	72	429	2.08
Participating actively in small group discussion forums	20.14%	86	32.32%	138	26.23%	112	11.24%	48	10.07%	43	427	2.41
Helping fellow students	26.39%	114	39.58%	171	21.53%	93	7.87%	34	4.63%	20	432	2.75
Getting a good grade	48.12%	205	39.20%	167	11.03%	47	1.17%	5	0.47%	2	426	3.33
Doing well on the tests/quizzes	41.34%	179	40.65%	176	15.01%	65	2.31%	10	0.69%	3	433	3.2
Engaging in conversations online (chat, discussions, email)	18.18%	78	31.24%	134	26.11%	112	13.52%	58	10.96%	47	429	2.32
Posting in the discussion forum regularly	24.59%	106	30.63%	132	21.81%	94	12.53%	54	10.44%	45	431	2.46
Getting to know other students in the class	17.02%	73	27.51%	118	24.48%	105	18.65%	80	12.35%	53	429	2.18

The College will continue to include the OSES in its annual Student Satisfaction Survey for the five-year duration of the QEP. In addition to this measure, the College will also implement a more targeted use of the OSES. The OSES will be embedded in cohort courses (10 courses total per cohort group of 10 instructors) as a pretest / posttest. Students will be asked to reflect

on their levels of engagement at four weeks into the semester, then again at the end. Additionally, they will be prompted to report strategies they might employ to become more engaged in the pretest assessment; then, as part of the posttest assessment, they will be asked if they employed those strategies and what impact they perceived.

SLO 2: Online students will demonstrate abilities and behaviors indicative of highly engaged students.

SLO 2 aims to enhance collaboration between students and faculty through technology. This will be achieved by both communication technologies that already exist within the College's LMS, Moodle, and by expanding our use of new technologies, such as third-party plug-ins that allow for heightened and varied levels of interactivity.

Discussion forums were identified as an important resource for engagement within the literature review. The revised Moodle Online Orientation for Students will emphasize the importance of discussion forums, and provide students with information about how to meaningfully participate in discussion forums. Discussion forums are already commonly used within online courses at BRCC. The aim here is to refine their use.

According to the literature review and student comments made during internal focus groups, students desire more than just text-based approaches to engaging with faculty, peers, and course material. Students report feeling more connected and engaged, and express higher levels of satisfaction when they can put faces to names. Thus, the QEP Development Committee evaluated several synchronous and asynchronous technologies that provide such opportunities. One technology the Committee recommended was Flipgrid, a third-party software that allows students and faculty to create short video responses to prompts. Though asynchronous, Flipgrid's audio-visual aspect, depicted in Figure 3 below, will help to promote student engagement in keeping with the literature review and student preferences voiced in the College's focus groups by providing face to name connection.

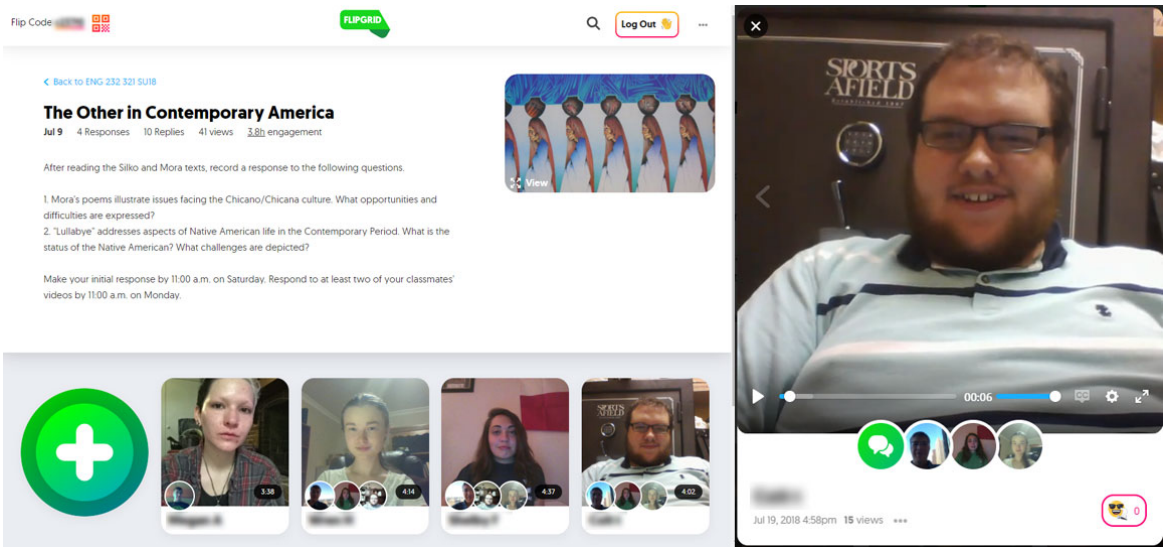

Figure 3: Flipgrid Sample Discussion

The Committee also thought that Flipgrid's ease of use made it a good candidate for easing students into video-based learning activities, and its asynchronous nature does not impinge on the schedule flexibility afforded by online courses.

The goal, of course, is to increase peer collaboration amongst students. Whether faculty use synchronous communication technologies such as Google Hangouts, Zoom, or Collaborate or asynchronous communication technologies such as Flipgrid or social media, such use will be required in courses in conjunction with other revisions as part of the faculty cohort training process, discussed in more detail later in this chapter and in Chapter 4. Student usage will be required as with any assignment within a class.

To determine the quality of a students' contribution and collaboration, the QEP Development Committee created select criteria to be included in an instructor's existing rubric. An example for discussion forums and Flipgrid assignments can be seen in (Appendix 4). These criteria will be used to assess student discussion quality by all faculty who have undergone the faculty training and course revision process further discussed in Chapter 4. Similar rubrics will be created by the Distance Learning Director and Instructional Designer to accommodate a faculty's choice of communication technology appropriate to their course and/or assignment.

Table 22 below provides a clear overview of the student learning outcomes and associated assessments, and provides targets for the assessments.

Table 22: Student Learning Outcome Assessment

GOAL	OUTCOME	ASSESSMENT	TARGET
Sub-Goal 1: Improve Student Success in Online Courses by Creating More Engaged Students	Student Learning Outcome 1: Online students will identify abilities and behaviors indicative of highly engaged students in an online course.	Assignments embedded in the Moodle Online Orientation for Students	80% of students completing the MOOS will *initially* score 80 or higher on the embedded assignments/activities.
		OSES embedded as pretest / posttest in cohort courses (one course per cohort member)	80% of students will score within 3.4-4.0 on the posttest OSES. 80% of students will score within 3.4-4.0 on the annual OSES.
	Student Learning Outcome 2: Online students will demonstrate abilities and behaviors indicative of highly engaged students by collaborating meaningfully with faculty and peers using appropriate technologies.	Discussion Engagement Rubric selected criteria	80% of students taking online courses (revised as part of cohort groups) will score "exemplary" on the Discussion Engagement rubric selected criteria.

A more thorough discussion of all the supporting implementation strategies and the methods for evaluating the effectiveness of those strategies is provided in Chapter 4.

CREATING ENGAGED FACULTY

Since students do not arrive as prepared to learn as may be desired, providing them with the knowledge of the skills and behaviors essential to engagement and success is necessary. Similarly, though the College strives to hire and retain high-quality faculty and prides itself on their high-caliber, they do not always have a complete understanding of their role, particularly in the more challenging online environment. Thus, as with the students, educating faculty to better equip them for online instruction is an important element in reaching the desired result of greater success for students. Again, two hypotheses directed the QEP Development Committee's work:

- **Hypothesis 1:** Faculty need to learn and employ certain behaviors and skills to better engage their students.
- **Hypothesis 2:** Faculty must create more engaging environments to foster student success.

Sub-Goal 2 demonstrates the College's aim to educate and empower faculty to become more engaged in their online courses.

Improve student success in online courses by creating more engaged faculty.

As educators and firm believers in lifelong learning, the QEP Development Committee thought it important that faculty be treated as learners in this situation. The first hypothesis clearly asserts faculty learning as an important element, thus the QEP Development Committee created something uncommon in the world of the QEP, though in this case quite appropriate and necessary: the Faculty Learning Outcome (FLO). Clear and measurable, like the SLOs, these FLOs will lead to faculty who create more engaging environments and who are themselves more engaged.

FLO 1: Online faculty will engage students with higher levels of communication and instructor presence.

An important element in BRCC's enhancing engagement initiative is increasing the level of interaction between faculty and students. Faculty, like students, also use discussion forums, messaging, and Quickmail for communication and interaction. These tools are not new, though their use, especially the use of the discussion forum, can and should be enhanced.

To promote an increase in communication and interaction with students, new technologies will be implemented as a part of the QEP. One such technology recommended is Remind, a two-way text messaging system for instructors and students to establish an additional avenue of communication. Such technology will allow faculty to contact students using text messaging, which students indicated they preferred during focus groups. Faculty will be required to use such technology in their course(s), whether it be asynchronous (e.g., Remind, social media) or synchronous (e.g., Google Hangout, Collaborate). They will receive training and guidelines for

use during their respective cohort training times. Additionally, faculty will require that students use or sign up for such technology via the “Required Attendance Verification/Syllabus Confirmation” assignment as demonstrated in Figure 5 below.

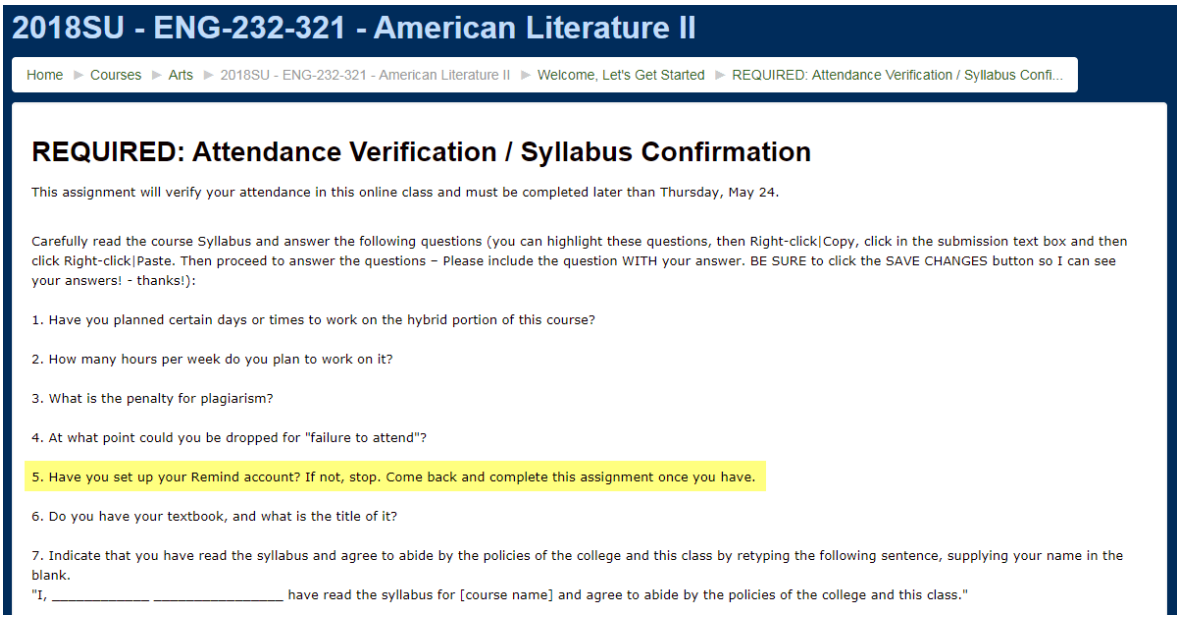

Figure 4: Required Attendance Verification/Syllabus Confirmation Assignment

Faculty use of a communication technology will be easily verified as part of the course observation process and the QEP Engagement Rubric. Figure 5 offers an example of a Remind block, demonstrating faculty use of the tool within a course.

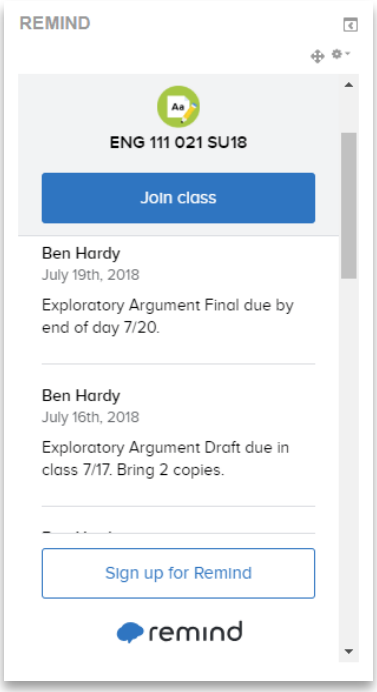

Figure 5: Remind Block Embedded in Online Course

Another new technology is Flipgrid, which was discussed in the student section of the plan. As with the previous technology, faculty will also be required to use a social technology, such as Flipgrid, to provide higher order social interaction with the "face-to-name" capability that students indicated they desired in focus groups. Faculty will receive training and guidelines for use during their respective cohort training. They will then include at least four uses of a social technology within their courses as they see fit. Faculty use of such technology will be verified as part of the course observation process and the QEP Engagement Rubric.

FLO 2: Online faculty will construct courses that promote a high level of engagement.

For students to be more engaged in courses, faculty must provide courses that promote higher levels of engagement. While some BRCC faculty have constructed courses that already do so, others need to make revisions to raise the level of engagement. Of course, even the highest performing can always improve.

To gauge the level of engagement afforded by courses, the QEP Development Committee created the QEP Faculty Engagement Rubric (see Appendix 6), which will be used as a pre- and post-assessment. Members of the QEP Implementation Team, or other designated parties as directed by the QEP Administrator, will evaluate faculty courses using the QEP Engagement Rubric and provide feedback to the faculty about the evaluation. Those faculty will be given time to revise their courses based on the feedback, then the courses will be re-evaluated to verify improvement. The specifics of the faculty cohort training and evaluation system are discussed in more detail in Chapter 4.

Table 23 below provides a clear overview of the faculty learning outcomes and assessments, and provides targets for the assessments.

Table 23: Faculty Learning Outcome Assessment

GOAL	OUTCOME	ASSESSMENT	TARGET
Sub-Goal 2: Improve Student Success in Online Courses by Creating More Engaged Faculty	Faculty Learning Outcome 1: Online faculty will engage students with higher levels of communication and instructor presence.	Faculty Engagement Rubric – select criteria	Faculty will score a three or higher on the criteria for instructor engagement.
	Faculty Learning Outcome 2: Online faculty will construct courses that promote a high-level of engagement.	Faculty Engagement Rubric – select criteria	Faculty will score a three or higher on the criteria for course engagement.

As with the SLOs, these FLOs require multiple strategies for attainment. Chapter 4 of this document fully explains the implementation activities and the method for evaluating those activities.

Chapter 4: Institutional Capacity, Plan Implementation and Evaluation

Chapter 3, “Focus of the Plan” explained the guiding vision, hypotheses, and learning outcomes for BRCC’s QEP. Put simply, the College believes that to enhance learning and ultimately success in its online courses, both students and faculty must learn to better engage within the online learning environment. To make that vision of engagement a reality, the plan detailed herein will be put into effect.

CREATING ENGAGED STUDENTS

In an ideal world, students would come to higher education with the skills and behaviors necessary to be active contributors to their education. While many students may think they understand their role, the reality is that most need training and guidance if they are to ascend to higher levels of engagement linked to greater success. To that end, this QEP seeks to provide instruction on those skills and behaviors. These interventions directly address our three student learning outcomes discussed in Chapter 3.

To meet the learning outcomes and the overall goal of the QEP, numerous objectives have been developed and strategies to meet those objectives will be implemented. The following sections discuss the implementation activities and the methods for assessing their effectiveness. Table 24 below provides an overview of the strategies developed to meet the SLOs. A thorough discussion of each strategy follows the table.

Table 24: Implementation Strategies to Meet the SLOs

SLOS	STRATEGIES
SLO 1: Online students will identify abilities and behaviors indicative of highly engaged students in an online course.	1. Better prepare students for online courses by revising the Moodle Online Orientation for Students to include appropriate information and best practices 2. Better prepare students for online courses by requiring students to take the Moodle Online Orientation for Students prior to beginning their online coursework. 3. Increase student awareness of the relationship between engagement and success through a variety of media “infoblasts.”
SLO 2: Online students will demonstrate abilities and behaviors indicative of highly engaged students in an online course.	4. Increase opportunities for peer engagement by requiring the use of social technologies (e.g., Flipgrid, Collaborate, Discussion Forums, Google Hangouts, Zoom, Social Media). 5. Increase student self-awareness of the relationship between engagement and success by requiring students to take the Online Student Engagement Survey assessment.

Strategy 1: Better prepare students for online courses by revising the Moodle Online Orientation for Students to include appropriate information and best practices.

As discussed in Chapter 3, students often struggle because they simply are not prepared to be successful in the online learning environment; they lack the necessary knowledge and skills to effectively engage. To ensure that students are prepared, the Moodle Online Orientation for Students (MOOS) will be revised as part of the QEP implementation. The revision will focus on three areas, as explained in Chapter 3.

Examples of early drafts below, provided by Figures 7 thru 9, showcase our desired goals for student knowledge and application. Each topic/module will contain the following flow:

1. How to engage in…(to include best practices and tips)
2. Check your knowledge (interactive elements to engage their knowledge with the topic)
3. How to use…(tutorial on the LMS technology)
4. Practice using…(direct application of the tool)

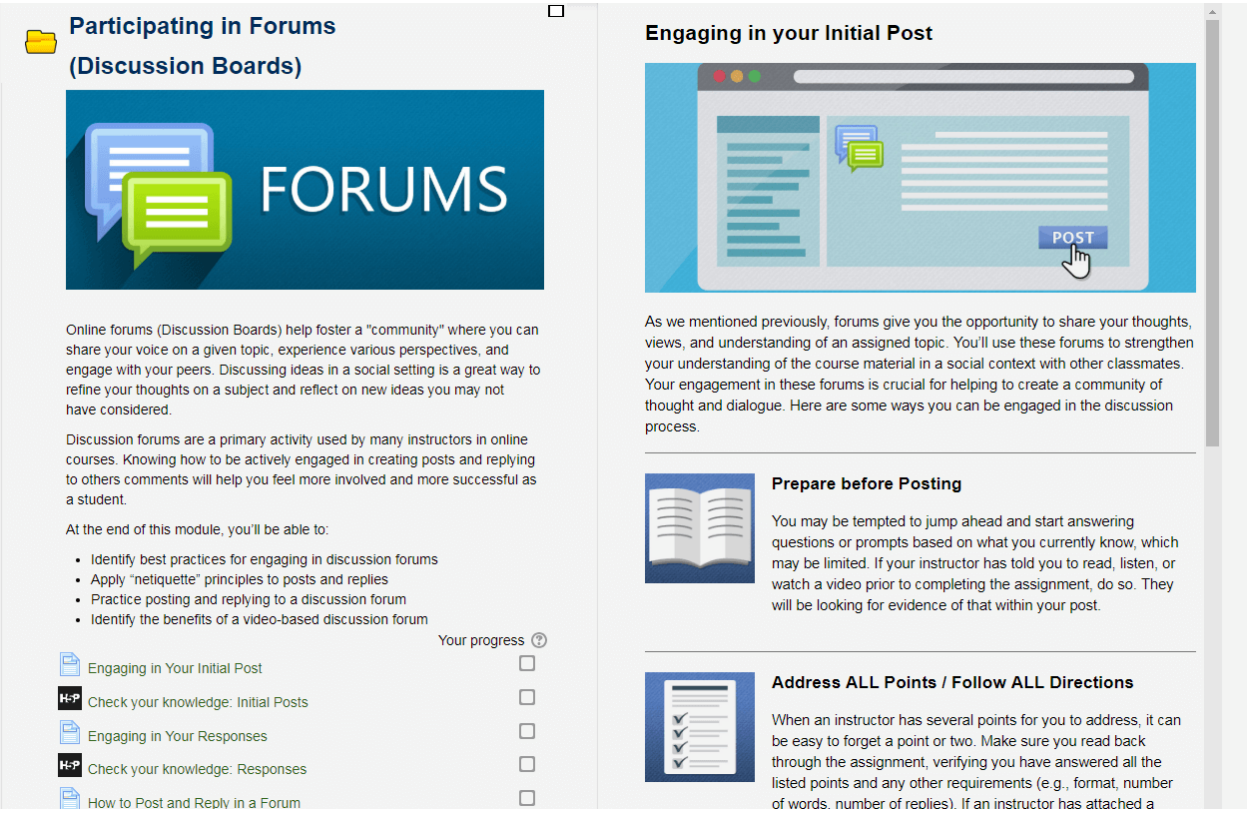

Figure 6: Example screenshots of sample draft revision to include more focused knowledge in an engaging visual manner.

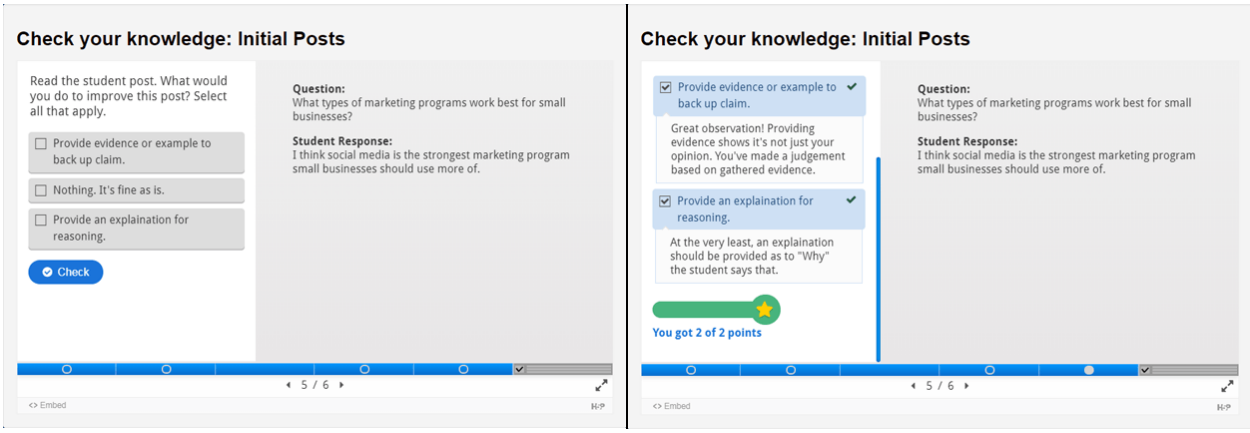

Figure 7: Example of interactives to be built in for students to engage with the content.

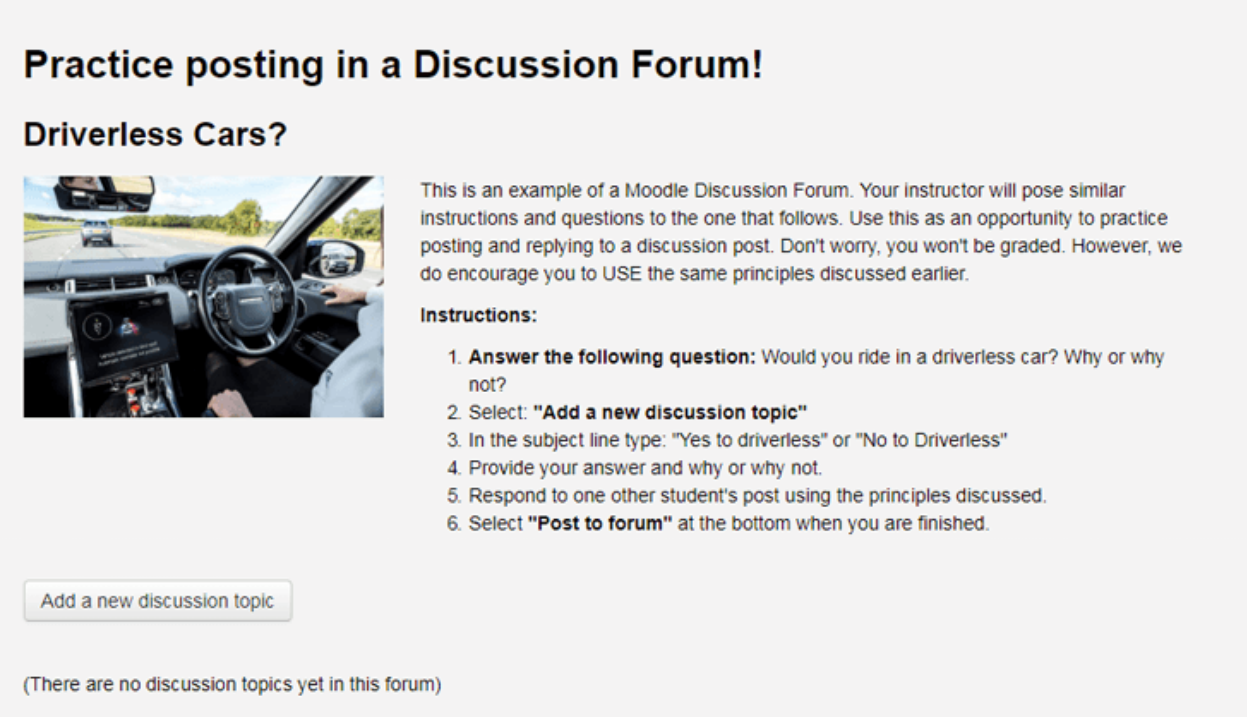

Figure 8: Sample application activity combining best practice and how-tos.

Revising the MOOS is a necessary component of the QEP, but alone it is insufficient. Requiring the orientation ensures that all students receive the necessary information and practice so that they can meet the SLOs.

Strategy 2: Better prepare students for online courses by requiring students to take the Moodle Online Orientation for Students prior to beginning their online coursework.

Currently, students are not required to complete an online orientation. The MOOS is an excellent option for ensuring preparation, and is indeed intended to do just that. However, in its current voluntary completion status, even if the orientation were packed with sage advice and

accurate practice, online students who choose not to complete the orientation potentially subject themselves to difficulties in those courses which can lead to withdrawal or unsuccessful completion. A simple solution to that dilemma exists: require students to complete the online orientation prior to beginning their online coursework.

Though simply stated, requiring that all students complete the online orientation is not so simply accomplished. Multiple steps must be taken to prepare for and implement the requirement. First, the BRCC Policies and Procedures Manual must be modified to include the requirement. Also, the BRCC Catalog and Student Handbook will likewise need revision to ensure the requirement is clearly communicated to students. Finally, programming will be required to allow for the placement of blocks in BRCC's enrollment management system, Ellucian Colleague, as well as to establish communication between Moodle and Ellucian Colleague so that the blocks can be automatically removed when a student completes the required orientation.

Revising and requiring the Moodle Online Orientation for Students are important elements in BRCC's QEP. These strategies will create more engaged students who are capable of interacting with instructors, peers, and course material in meaningful ways that contribute to their learning and success.

Strategy 3: Increase student awareness of the relationship between engagement and success through a variety of media "infoblasts."

Another strategic initiative to increase student engagement in online courses relates to increasing students' awareness of the concept of engagement, the importance of engagement, ways to enhance engagement, and their perception of their own level of engagement. This meta-cognitive intervention will take place at multiple points in students' experience with online learning at BRCC.

First, in order to increase students' awareness of the concept of engagement, the College will communicate important information to students about the relationship between student engagement and success in online learning. This will occur in a variety of ways. As a starting point, the College will use its existing channels to send infoblasts to students. Channels like the College's Facebook and Twitter accounts, infocasters (flat screen televisions around campus), email, and Moodle news forum all provide excellent avenues to send short bursts of information to students. The QEP Administrator will use these channels to deliver interesting and helpful information to students about the relationship between engagement and success. The list below offers examples of the types of information that will be sent out:

- If you're not engaged, you're not learning. Engagement is the most important factor in your learning success. So Explore, Experience, and GET ENGAGED! Earn the grade you want.
- Aim for the A by being Active in your online course! The more you do, the better you'll do.
- Talk it out in your online course. Discussion Forum posts and replies keep you engaged and may increase your grade.

The intention is that this information will lead students to consider their own attitudes and behaviors in online courses.

The College will also stimulate awareness of and reflection on engagement and success using the Online Student and Faculty Best Practices brochure (OSFBP) (see Appendix 7). This brochure communicates the College's expectations of students in online courses. It highlights essential attitudes and behaviors that promote engagement and, ultimately, student success. To ensure student exposure to the OSFBP, the brochure will be disseminated through several channels. First, the OSFBP will be provided to all faculty advisors and academic counselors. They will give the OSFBP to students who inquire about online education and engage students in a discussion about their role in the online learning environment. Students will be encouraged to speak to faculty advisors and academic counselors about their potential weaknesses in an online course and identify strategies to overcome those weaknesses.

Additionally, the OSFBP will be incorporated into the revised and required Moodle Online Orientation for Students. Chapter 3 indicates an area of revision to focus on knowledge of behaviors associated with online success. The inclusion of the OSFBP, and activities related to it, will help communicate, reinforce, and provide interaction with that information to students.

Strategy 4: Increase opportunities for peer engagement by requiring the use of social technologies (e.g., Flipgrid, Collaborate, Discussion Forums, Google Hangouts, Zoom, Social Media).

This strategy, its rationale, and implementation directly support student learning outcome #2. The use of social technologies for this purpose is fully explained in Chapter 3.

Strategy 5: Increase student self-awareness of the relationship between engagement and success by administering the Online Student Engagement assessment to students.

As discussed in Chapter 3, the College will employ the Online Student Engagement Survey scale (OSES). This will not only increase student awareness of engagement and its importance, but also stimulate student reflection on the engagement information provided and its application to their own learning. Chapter 3 thoroughly explains the methods for administering the OSES and assessing student reflection.

The intent of this metacognitive approach is two-fold. First, students gain additional exposure to important concepts related to engagement and success. Second, and more importantly, they will consider themselves, their own attitudes and behaviors, in relation to that engagement and success-based information. Ideally, as a result of interacting with the material in this manner, they will not only realize any strengths and deficiencies in their attitudes and behaviors, but also they will internalize the information, taking steps to grow into more engaged, thus more successful students.

Table 25 below depicts the multiple implementation strategies and systems for evaluating them discussed in the preceding section.

Table 25: SLO Implementation Strategies and Targets

SLOS	STRATEGIES	EVALUATION	TARGET
SLO 1: **Online students will identify abilities and behaviors indicative of highly engaged students in an online course.**	1. Better prepare students for online courses by revising the orientation to the College's learning management system (LMS) to include appropriate information and best practices	Completion of revisions to Moodle Online Orientation for Students	Moodle Online Orientation for Students revised by Fall 2019.
	2. Better prepare students for online courses by requiring students to take the Moodle Online Orientation for Students prior to beginning their coursework.	Moodle Online Orientation will be required of students prior to enrolling in an online course	100% of students taking online courses in Fall 2020 will have completed the Moodle Online Orientation for Students.
	3. Increase student awareness of the relationship between engagement and success through a variety of media "infoblasts."	Number of information bursts communicated to students per semester.	A minimum of 5 information bursts will be communicated each semester (Fall and Spring) to students in at least 3 different delivery methods.
SLO 2: **Online students will demonstrate abilities and behaviors indicative of highly engaged students in an online course.**	4. Increase opportunities for peer engagement by requiring the use of social technologies (e.g., Flipgrid, Collaborate, Discussion Forums, Google Hangouts, Zoom, Social Media).	Student Engagement Rubric	80% of students in a course will score 3 or higher on the Student Engagement Rubric.
	5. Increase student self-awareness of the relationship between engagement and success by requiring students to take the Online Student Engagement Survey assessment.	OSES embedded as pretest / posttest in cohort courses (one course per cohort member)	80% of students will score within 3.4-4.0 on the posttest OSES. 80% of students will score within 3.4-4.0 on the *annual* OSES.

The strategies discussed in the preceding sections focus on students. They are interventions intended to promote success in online courses by equipping students with the proper knowledge, skills, behaviors, and channels to engage more fully with their peers, instructors, and course material. However, students are but half the equation. And while they certainly bear responsibility for their success, they are not alone in that responsibility.

CREATING ENGAGED FACULTY

Like students, online faculty also need to be fully engaged. BRCC strives to hire competent, capable instructors who are both knowledgeable in their content area and committed to their students' success. However, like students, these talented faculty don't always come to the College with a clear understanding of their role, which is in many ways complicated and compounded by the online learning environment. As such, it is important that the College aids in the development of its online faculty by clearly communicating expectations and providing training on methods for meeting those expectations. To this end, BRCC has developed the Faculty Learning Outcomes and assessments discussed in Chapter 3. Table 26 below, offers a concise overview of the FLOs and strategies developed to reach them. A thorough discussion of each strategy follows the table.

Table 26: Implementation Strategies to Meet the FLOs

FLOS	STRATEGIES
FLO 1: **Online faculty will engage students with higher levels of communication and instructor presence.**	1. Better prepare and support all online faculty by providing documentation clearly outlining the College's expectations of their level of engagement in online courses. 2. Educate full-time online faculty on increasing engagement in their courses by providing Quality Matters training using a cohort system. 3. Educate all online faculty, full-time and part-time, on how to increase engagement by providing in-house training. 4. Increase opportunities for instructor-to-student engagement by requiring the use of communication technologies (e.g., Remind, Google Hangouts, Collaborate, Chat, Social Media). 5. Increase opportunities for online engagement by requiring the use of social technologies (e.g., Flipgrid, Collaborate, Discussion Forums, Google Hangouts, Zoom, Social Media).
FLO 2: **Online faculty will construct courses that promote a high level of engagement.**	6. Create a more engaging online learning environment by requiring Quality Matters trained faculty to revise their courses. 7. Support continuous improvement by evaluating revised courses with the engagement rubric and providing feedback to faculty for further improvements.

Strategy 1: Better prepare and support all online faculty by providing documentation clearly outlining the College's expectations of their level of engagement in online courses.

Put simply, faculty need to understand what the College expects of them. Ragan (2009) rightly emphasizes the need for communicating expectations to faculty. He quotes an astute observation made by a well-respected faculty member: "If you don't tell us what is expected, how will we know what to do to succeed?'' (p. 4). Noting the importance of that faculty member's observation, Ragan asserts, "It is our responsibility to provide the instructor with the best definition of successful performance for their success and the success of their students" (p. 4).

One component of creating more engaged faculty members, then, is to clearly communicate performance expectations to them. Armed with the knowledge of the behaviors the College deems necessary for the creation of a successful learning experience for students, faculty will be more likely to execute those behaviors in meaningful ways. Thus, the College created the Online Student and Faculty Best Practices brochure (OSFBP). The OSFBP (see Appendix 7) offers faculty clear direction regarding key elements of their responsibilities within the online environment.

In addition to the OSFBP, which offers a succinct summary of expectations for both students and faculty, a more thorough statement of expectations will be provided to online faculty. This document, Expectations for Faculty Teaching Online (EFTO) (see Appendix 8), expounds upon the streamlined statements offered in the OSFBP, providing greater detail and clarity for faculty, thus ensuring they are aware of the College's expectations of them in the online environment.

Similarly, the College created and will provide another important resource for faculty, the Online Course Checklist (OCC). This document explains what faculty must do to ensure their online course meets the College's expectations for preparation and routine management (see Appendix 9). Using a checklist format, it provides concise reminders to faculty of tasks to be performed prior to the course start date, during the course, and at the course's conclusion.

The Online Faculty Best Practices pamphlet, the Expectations for Faculty Teaching Online, and the Online Course Checklist will be provided to all full- and part-time faculty who teach online for the College every semester. They will also be included in the College's Moodle Faculty Training and Moodle Faculty Resources courses. Additionally, the documents will be provided directly to and discussed with new faculty upon hire by the appropriate supervisor.

Finally, BRCC created the Engagement Rubric to further communicate the College's expectations to faculty related to their engagement in their online courses. The Faculty Engagement Rubric (see Appendix 6), was designed to reinforce key concepts from the OFBP, the EFTO, and OCC documents and training (discussed below) that relate directly to faculty presence, availability, engagement, and interaction within an online course. The use of the QEP Engagement Rubric is explained in Chapter 3.

Strategy 2: Educate full-time online faculty on increasing engagement in their courses by providing Quality Matters training using a cohort system.

The literature review made clear the need for training online faculty. Institutions should not expect that faculty come to them prepared to teach online or that faculty will simply intuit an effective approach. Furthermore, accrediting bodies, like SACSCOC, rightly expect to see that institutions are invested in training their online faculty to ensure those faculty are fully prepared to meet the challenges of online education.

BRCC fully intends to meet these expectations and cultivate more engaged faculty. Moreover, the College will exceed basic expectations of preparedness by ensuring all full-time faculty who teach online are trained and certified by an external, nonprofit organization, Quality Matters (QM). According to its Vision Statement ("About," 2017), "Quality Matters is an international organization that is recognized as a leader in quality assurance for online education."

Quality Matters offers a variety of options to schools. Of particular interest to BRCC is the relatively new Teaching Online Certificate (TOC), created by QM in 2016. The TOC is a cluster of seven workshops intended to offer "the background and knowledge needed for teaching online." The workshops, intended for current or would-be online faculty "provide…[participants] with the experience of learning online from the student's perspective" and "include competencies aligned with QM's Online Instructor Skill Set" ("Teaching Online," 2017). The seven sessions included are:

- Gauging Your Technology Skills
- Evaluating Your Course Design
- Exploring Your Institution's Policies
- Orienting Your Online Learners
- Connecting Learning Theories to Your Teaching Strategies
- Creating Presence in Your Online Course
- Assessing Your Learners

Upon completion of each course, participants earn a QM Digital Credential, and once all seven are completed, participants are awarded the Teaching Online Certificate ("Teaching Online," 2017).

To effectively distribute the training costs and demand, BRCC full-time faculty will participate in the TOC Training in five cohort groups of ten faculty each. This distribution will enable the College to provide training for all full-time faculty teaching online during the five-year implementation of the QEP. The Timeline for Implementation section later in this chapter indicates the cohort selection and training schedule.

Obviously, there will be time and monetary commitments involved in the training plan described above. General oversight will be provided by the Director of Distance Learning (DDL), who will work with Academic Deans, Chairs, and Coordinators to select the cohort groups and keep the faculty informed. After faculty have been selected, the Director of Distance Learning will work directly with the faculty, assisting as necessary to ensure that all members of each cohort register for, receive all necessary materials for, and complete each of the seven training modules.

The College will ensure that necessary fees are paid to both subscribe to Quality Matters as an institution, and enroll faculty members in the Teaching Online Certificate program, including the cost of the required textbook. Additionally, to acknowledge the time demands of the intensive, eleven-week Teaching Online Certificate program and the time needed to revise courses for better engagement, the College will offer participating faculty a stipend paid upon completion (see Stipend Contract, Appendix 10). Quality Matters budget information is detailed in Table 27 below.

Table 27: Quality Matters Budget

Year	QM Membership	TOC @ 10 Faculty	Textbook @ 10	Stipend ($500) @ 10 Faculty	Yearly Total
0	$1,750.00	$2200.00*	$70.00*	$0.00	$4020.00
1	$1,750.00	$11,000.00	$350.00	$5,000.00	$18,100.00
2	$1,750.00	$11,000.00	$350.00	$5,000.00	$18,100.00
3	$1,750.00	$11,000.00	$350.00	$5,000.00	$18,100.00
4	$1,750.00	$11,000.00	$350.00	$5,000.00	$18,100.00
5	$1,750.00	$11,000.00	$350.00	$5,000.00	$18,100.00
TOTAL	$10,500.00	$57,200.00	$1,820.00	$25,000.00	**$94,520.00**

**Year 0 training for Director of Instructional Technology & Distance Learning and Instructional Designer only*

Strategy 3: Educate all online faculty, full-time and part-time, on how to increase engagement by providing in-house training.

In addition to providing the Quality Matters Teaching Online Certification to full-time faculty, the College will provide in-house training opportunities to both full-time and part-time faculty using its existing professional development forums. Both the College's yearly Adjunct Infofest, a professional development offering specifically for part-time faculty, and its yearly Professional Development Day, a day designated for all staff and full and part-time faculty, provide fruitful venues for the provision of such training.

These training sessions will be grassroots, created and conducted by individuals like the College's Director of Distance Learning, Instructional Designer, full-time faculty who have completed the Quality Matters Teaching Online Certification, and other staff with appropriate knowledge and skills. Examples of appropriate training topics include:

- Creating instructor presence in an online course
- Using short videos to communicate essential information
- Strategies for managing discussion forums
- Group work in the online environment

Strategy 4: Increase opportunities for instructor-to-student engagement by requiring the use of communication technologies (e.g., Remind, Google Hangouts, Collaborate, Chat, Social Media).

The strategies previously discussed will help better prepare BRCC students for online learning. They will know and demonstrate key skills and behaviors essential for online engagement and success. However, to provide more opportunities for success, the College intends to motivate student engagement in online courses using additional strategies.

As discussed in Chapter 3, SLO 2 and FLO 2 seek to enhance collaboration between students and faculty through technology. This will be achieved by both improving use of communication technologies that already exist within the Moodle, such as discussion forums, and by expanding our use of new technologies, such as Remind.

Student focus groups indicate a strong student preference for receiving important course and College information through text messaging. After considering this preference and examining options, particularly those popular with some of the College's faculty, the QEP Development Committee decided that all fully online courses will be required to use communication technology to better inform students of course events, assignments, and due dates. While many options may be available, the committee is recommending the use of Remind, a third party software that allows for one- or two-way messaging between faculty and students. Remind is currently used in associated county's k-12 system and has been piloted by several college faculty with much success. The use of a communication technology such as Remind will be required in courses in conjunction with other revisions as part of the faculty cohort training process, discussed in more detail later in this chapter. Student usage will be mandated as indicated in the course syllabus and as part of a "Required Attendance Verification/Syllabus Confirmation" assignment embedded and used in all fully online courses.

Strategy 5: Increase opportunities for online engagement by requiring the use of social technologies (e.g., Flipgrid, Collaborate, Discussion Forums, Google Hangouts, Zoom, Social Media).

As with the use of communication technologies mentioned in Strategy4 above, each cohort group of faculty will be trained and required to use a social technology (e.g., Flipgrid). They will then include social assignments appropriate to their courses. Chapter 3 provides a description of faculty use of the social technology Flipgrid and how its use can be assessed.

Strategy 6: Create a more engaging online learning environment by requiring Quality Matters trained faculty to revise their courses.

The training and technology requirements discussed in the preceding sections will have little effect if not acted upon. As such, faculty participating in the cohorts and receiving a stipend will be required to revise one online course after receiving the Online Faculty Best Practices guide, Online Course Checklist, Quality Matters certification, and applying technology (e.g., Remind, Flipgrid) training. Looking beyond the QEP, online course review and revision will be expanded to eventually include all online courses.

Though certain elements of the revision may vary depending on the instructor's starting point and individual personality, all revised courses will display the addition or enhancement of several key features. In particular, courses will demonstrate

- Clear, documented communication of
    - instructor availability
    - acceptable avenues for correspondence
    - assignment due dates
    - response times
    - assessment methods (including rubrics as applicable)
    - assessment feedback times
    - Multiple avenues for engagement between the students, instructor, and course material including
    - Use of a communication technology, such as Remind (required)
    - Use of a social technology, such as Flipgrid (required)
    - Discussion Forums
    - Chats (optional)
- Accessible and transparent grade information
    - Up to date grade book
    - Timely grade or feedback notification
- Verifiable channels for increasing instructor presence in the online course, occurring multiple times weekly
    - Interactive Activities within the course. Examples include:
        - Discussion forums
        - Flipgrid assignments
    - Venues for dissemination and discussion of assignments and course information. Examples include:
        - News Forum
        - Class Questions Forum
        - Remind
    - Formative and Summative Assessments that allow for thoughtful, thorough instructor feedback

Faculty will have one semester to make the revisions. The types of revisions offered in the examples above will greatly enhance overall levels of engagement in online courses at BRCC.

Strategy 7: Support continuous improvement by evaluating revised courses with engagement rubric and provide feedback to faculty for further improvements.

To further enhance and ensure engagement in online courses, the College will institute a system to assess the presence and quality of the revision efforts. This will occur through a QEP-specific assessment using the QEP Faculty Engagement Rubric (see Appendix 6). The rubric, based in the Online Faculty Best Practices guide, Expectations for Faculty Teaching Online, Online Course Checklist, Quality Matters Certification, and technology training strategies will be used at multiple points to gauge the level of engagement present in a particular course.

Once faculty are selected to participate in a cohort group, one course for each faculty member will be evaluated using the Engagement Rubric. This early evaluation will establish a baseline for each course's current level of engagement, and will also provide clear areas for improvement post-training. The results of this initial evaluation will be shared with faculty to raise their awareness of particular focus areas.

After the faculty in the cohort group have received training, they will be given time to revise their courses based on the training and the required enhancements like the inclusion of communication and social technologies. After faculty have completed their revisions and launched their revised courses, their courses will once again be evaluated using the Engagement Rubric. Results of the follow-up evaluation will show improvements to the course and areas still in need of improvement. Results will be shared with faculty and suggestions for further improvements will be made. Additional one-on-one training may be offered at this time if the Director of Distance Learning (DDL) deems this necessary. Faculty will have one semester to make recommended improvements.

By clarifying its expectations, providing training and certification, and creating avenues for increased interaction, BRCC will develop better prepared and more engaged faculty. When faculty better understand their role in the online class and are properly equipped to rise to that role, they will create more effective, engaging environments in which students will find increased levels of success. Table 28, which follows, offers a concise overview of implementation strategies affecting faculty and the evaluations for determining the effectiveness or completion of the implementation of the strategy.

Table 28: FLO Implementation Strategies and Targets

FLOS	STRATEGIES	EVALUATION	TARGET
FLO 1: Online faculty will engage students with higher levels of communication and instructor presence.	1. Better prepare and support all online faculty by providing documentation clearly outlining the College's expectations of their level of engagement in online courses.	Faculty Survey	80% of online faculty surveyed will indicate that the College's expectations of their level engagement in online courses have been clearly communicated to them.
	2. Educate full-time online faculty on increasing engagement in their courses by providing Quality Matters training using a cohort system.	Number of online faculty in cohort groups who receive Quality Matters certificate	100% of online faculty in cohort group will receive their Quality Matters certificate.
	3. Educate all online faculty, full-time and part-time, on how to increase engagement by providing in-house training.	Post-training survey	80% of faculty receiving training will state an increased knowledge of how to create more engaging online learning environments.

FLOS	STRATEGIES	EVALUATION	TARGET
	4. Increase opportunities for instructor-to-student engagement by requiring the use of communication technologies (e.g., Remind, Google Hangouts, Collaborate, Chat, Social Media).	Presence of a communication technology with observable use in revised courses taught by online faculty cohort	100% of online faculty cohort members will add a communication technology to their courses. Online faculty cohort members will demonstrate a minimum of 10 uses per semester.
	5. Increase opportunities for online engagement by requiring the use of social technologies (e.g., Flipgrid, Collaborate, Discussion Forums, Google Hangouts, Zoom, Social Media).	Presence of social technology-related activities with observable discussions in revised courses taught by online faculty cohort.	100% of online faculty cohort members will use social technology-related discussion and or assignments their courses. Online faculty cohort members using Flipgrid will implement and participate in a minimum of 4 Flipgrid discussions per semester.
FLO 2: **Online faculty will construct courses that promote a high level of engagement.**	6. Create a more engaging online learning environment by requiring Quality Matters trained faculty to revise their courses.	Faculty revised courses	100% of trained faculty will revise courses post-training
	7. Support continuous improvement by evaluating revised courses with engagement rubric and providing feedback to faculty for further improvements.	Engagement Rubric	80% of faculty will score 3 or higher on their revised courses showing moderate to high levels of interactivity.

FOUNDATIONAL SUPPORT

A crucial first step toward meeting the College's SLOs and FLOs will be to ensure adequate oversight for the administration of the QEP. The Director of Distance Learning (DDL) will serve as the QEP Administrator and will oversee the implementation of all strategies related to the QEP. For a full explanation of the DDL's role, see the job description in Appendix 11. An annual salary of $90,000 (including benefits) is budgeted for this position. The College anticipates that the DDL will spend approximately 60% of his time on efforts related to the QEP.

In order to fully implement all elements of the QEP and complete other essential job duties, the DDL will need assistance. Thus, the College's Instructional Designer (ID), whose primary role is to provide necessary training and support for faculty and students involved in BRCC's online education programs, will work closely with the DDL during the implementation of the QEP. For a full explanation of the ID's role, see the job description in Appendix 12. An annual salary of $70,000 (including benefits) is budgeted for this position. The College anticipates that the ID will spend approximately 40% of his time on efforts related to the QEP.

The strategies discussed above, as well as the assessment of the outcomes, will require not only administrative oversight but also teamwork and collaboration from many areas throughout the College. The Director of Distance Learning will serve as the QEP Administrator and will be assisted by the QEP Implementation Team (see Appendix 1c for team membership) in all QEP-related efforts. Table 29 below provides a brief overview of the roles and responsibilities of the foundational support parties.

Table 29: Roles and Responsibilities

Director of Distance Learning	Instructional Designer	QEP Implementation Team
• Oversee the implementation of the QEP. • Coordinate all processes for collecting, analyzing, and making recommendations based on reported data. • Lead the review and redesign process for online courses, student training orientation, and best practices in online instruction. • Develop the necessary policy and procedures needed to support the QEP campus wide. • Develop required materials (checklists, best practices brochures, infographics, rubrics, assessments) • Assist in marketing efforts of the QEP • Write annual summary reports. • Write the fifth-year impact report.	• Coordinate and keep track of the training efforts for full- and part- time faculty. • Assist the DL in the review and redesign process for online courses, student training orientation, and best practices in online instruction. • Assist with developing any required materials (checklists, best practices brochures, infographics, rubrics, assessments) • Assist with pulling required data from online courses. • Assist in the reviewing of data and making of recommendations.	• Be the faculty voice for the QEP • Assist in reviewing the data • Advise the implementation process • Approve recommendations • Assist in shaping policies and procedures needed to support the QEP. • Assist with marketing and outreach. • Assist with review of courses • Assist with developing required materials

TIMELINE FOR IMPLEMENTATION

Tables 30 and 31 below offer a detailed timeline for the implementation of the College's QEP student and faculty strategies.

Student Strategies

1. Better prepare students for online courses by revising the Moodle Online Orientation for Students to include appropriate information and best practices
2. Better prepare students for online courses by requiring students to take the Moodle Online Orientation for Students prior to beginning their coursework.
3. Increase student awareness of the relationship between engagement and success through a variety of media "infoblasts."
4. Increase opportunities for peer engagement by requiring the use of communication technologies (e.g., Remind, Google Hangouts, Collaborate, Chat, Social Media).
5. Increase student self-awareness of the relationship between engagement and success by administering the Online Student Engagement assessment to students.

*Table 30: Timeline for Implementation of **Student Strategies** (subtasks not listed)*

Strategy	TASK	Director DL	ID	QEP Team	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21	FA 21	SP 22	FA 22	SP 23	FA 23	SP 24
Base Data Collection	Collect Baseline Data	X		X	X	X										
Student Strategy 1	Initial Redesign and Updating of MOOS	X	X	X	X	X										
	Redesign and update Tutorials		X		X	X										
Student Strategy 2	Policies and Procedure updates to Student Handbook	X		X	X	X										
	Enrollment Blocks (MOOS as Prerequisites)	X	X		X	X										
	F-2F Orientations and Training	X	X				X	X	X	X	X	X	X	X	X	X

Strategy	TASK	Director DL	ID	QEP Team	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21	FA 21	SP 22	FA 22	SP 23	FA 23	SP 24
	Best Practices Brochure/Infographic for Students	X				X										
Student Strategy 3	Best Practices Brochure/Infographic designed for students	X	X	X	X	X										
	Sending out “info-blasts” to students	X		X	X	X	X	X	X	X	X	X	X	X	X	X
	Marketing QEP to Students	X		X	X	X	X	X	X	X	X	X	X	X	X	
Student Strategy 4	Flipgrid Info/tutorials added to MOOS	X	X		X	X										
	Rubric for measuring Student Engagement in Assignments	X	X	X		X										
Student Strategy 5	Pre/Post Survey creation for Student Engagement	X		X		X										
Report	Collecting Semester Data from MOOS	X	X				X	X	X	X	X	X	X	X	X	X
	Analyzing data and making data-driven changes from MOOS	X	X	X				X		X		X		X		X
	Collecting Data from course surveys and Assignment Rubrics each semester	X	X				X	X	X	X	X	X	X	X	X	X
	Analyzing data and making data-driven changes based from course surveys and Assignment Rubrics each semester	X						X		X		X		X		X
	Annual Report summarizing MOOS and course student data, benchmark progress, and actions plans implemented.	X							X		X		X		X	

Faculty Strategies

1. Better prepare and support all online faculty by providing documentation clearly outlining the College's expectations of their level of engagement in online courses.
2. Educate full-time online faculty on increasing engagement in their courses by providing Quality Matters training using a cohort system.
3. Educate all online faculty, full-time and part-time, on how to increase engagement by providing in-house training.
4. Increase opportunities for instructor-to-student engagement by requiring the use of Increase opportunities for instructor-to-student engagement by requiring the use of communication technologies (e.g., Remind, Google Hangouts, Collaborate, Chat, Social Media).
5. Increase opportunities for online engagement by requiring the use of social technologies (e.g., Flipgrid, Collaborate, Discussion Forums, Google Hangouts, Zoom, Social Media).
6. Create a more engaging online learning environment by requiring Quality Matters trained faculty to revise their courses.
7. Support continuous improvement by evaluating revised courses with engagement rubric and provide feedback to faculty for further improvements.

*Table 31: Timeline for Implementation of **Faculty Strategies** (subtasks not listed)*

Strategies	TASK	Director DL	ID	QEP Team	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21	FA 21	SP 22	FA 22	SP 23	FA 23	SP 24
Faculty Strategy 1	Policies and Procedure updates to Faculty/BRCC Manual	X		X	X	X										
	Produce Best Practices Brochure/Infographic for Faculty	X	X	X		X										
	Produce Document/Infographic of Expectations for Faculty Teaching Online	X	X	X		X										
	Create Digital Checklist for Best Practices/Online course to be completed by faculty annually.	X	X	X	X	X										
	Design Rubric for faculty engagement	X	X	X	X	X										
	Collect completed digital Checklist annually	X					X		X		X		X		X	

Strategies	TASK	Director DL	ID	QEP Team	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21	FA 21	SP 22	FA 22	SP 23	FA 23	SP 24
Faculty Strategy 2	Identify Courses and Cohort of instructors			X	X											
	QM Training for Full-Time Faculty		X				X		X		X		X		X	
Faculty Strategy 3	Design an Online Best Practices Training Course for Adjuncts	X	X	X	X	X	X	X								
	Provide In-house Training for all faculty	X	X			X	X	X	X	X	X	X	X	X	X	X
Faculty Strategy 4	Develop training material/tutorials for Remind		X			X										
	Update “Required Attendance Verification / Syllabus Confirmation” assignment in courses to include Remind.			X		X										
	Help incorporate Remind into courses		X				X		X		X		X		X	
Faculty Strategy 5	Develop training material/tutorials for Flip Grid		X		X	X										
	Develop Flipgrid/Discussion Rubric	X	X	X		X										
	Incorporate Flipgrid Assignments into Courses (dependent on courses/cohort running)						X		X		X		X		X	
Faculty Strategy 6	Develop Measurement tool for course review	X	X	X	X	X										
	Initial Cohort Course Reviews for Baseline Data	X	X				X		X		X		X		X	
	Revise Courses	X	X					X		X		X		X		X

Strategies	TASK	Director DL	ID	QEP Team	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21	FA 21	SP 22	FA 22	SP 23	FA 23	SP 24
	Revised Course Review	X	X					X		X		X		X		X
Faculty Strategy 7	Establish on on-going review process for evaluating current and newly created online courses.	X	X	X									X	X		
	Design Self Evaluation/Course Reflection Survey for faculty engagement	X	X	X		X										
	Design Course Engagement Rubric	X	X	X	X	X										
Report	Collect semester data for faculty and course engagement from survey and rubric(s)	X					X	X	X	X	X	X	X	X	X	X
	Analyzing and Review the data	X	X	X				X		X		X		X		X
	Annual Report summarizing faculty/cohort data, benchmark progress, and actions plans	X						X		X		X		X		X
	Writing Final report	X		X											X	X

BUDGET FOR IMPLEMENTATION

Table 32 below demonstrates the complete budget for the implementation of the College's QEP.

Table 32: Budget for Implementation

Item	Description	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total Cost
Director of Distance Learning	Estimated at 60% time; $90,000 total salary	$54,000	$54,000	$54,000	$54,000	$54,000	$54,000	**$324,000**
Instructional Designer	Estimated at 40% time; $70,000 total salary	$28,000	$28,000	$28,000	$28,000	$28,000	$28,000	**$168,000**
Quality Matters (QM) Subscription	Figure for yearly subscription without NCCCS group discount	$1,750	$1,750	$1,750	$1,750	$1,750	$1,750	**$10,500**
QM Teaching Online Certificate (TOC)	Year 0 = Director & ID only; Years 1-5 = 10 faculty each year; $1100 per training; cost figured without bundle discount	$2,200	$11,000	$11,000	$11,000	$11,000	$11,000	**$57,200**
QM TOC Textbook	Year 0 = Director & ID only; Years 1-5 = 10 faculty each year; unit price is $35	$70	$350	$350	$350	$350	$350	**$1,820**
Faculty Stipend	$500 per faculty member completing training	$0	$5,000	$5,000	$5,000	$5,000	$5,000	**$25,000**
Technology	Tech not yet selected; price est. at 6,000 per year subscription service	$0	$6,000	$6,000	$6,000	$6,000	$6,000	**$30,000**
Printing	For in-house training handouts, and other necessary support material	$250	$250	$250	$250	$250	$250	**$1,500**
In-House Training	Snacks/drinks; pay adjuncts	0	$1000	$1000	$1000	$1000	$1000	**$5,000**
Marketing Materials	Banners and other promotional items	$1750	$1750	$1750	$1750	$1750	$1750	**$10,500**
Marketing Printing	Signs, flyers, etc.	$250	$250	$250	$250	$250	$250	**$1,500**
GRAND TOTAL		**$88,270**	**$109,350**	**$109,350**	**$109,350**	**$109,350**	**$109,350**	**$635,020**

Chapter 5: Looking Forward

As the previous chapters have demonstrated, Blue Ridge Community College is committed to the success of its students. “Explore, Experience, Engage: Get Online @ Blue Ridge” aims to improve student success in online courses through a variety of learning outcomes and strategies intended to increase engagement by both students and faculty. As these parties come together to interact with one another and course material more frequently and in more meaningful ways, students will benefit, and both retention rates and success rates (defined as completing a course with a C or better) should increase.

As important as it is, this Quality Enhancement Plan, is just the beginning. Programmatically, through its faculty learning outcomes and associated strategies, it provides much-needed training and support. However, such a commitment to support and ultimately student success cannot and will not end with the end of the five-year QEP implementation. As such, the College is rightly looking forward to the horizon beyond the QEP.

The Teaching Online Certification, provided by Quality Matters, will provide the College with an excellent introduction to Quality Matters’ philosophy and standards for building quality online courses and experiences for students. This introduction likewise paves the way for continued and expanded processes and training to help faculty achieve a higher quality of success in teaching and students in learning.

At the point of this writing, Blue Ridge Community College envisions continued growth in the following areas related to engagement in online teaching and learning:

- Implementing policies and procedures to help guide and maintain quality online instruction
- Creating processes for new online course development and ongoing reviews of current courses
- Creating value in online education
- Providing a consistent, rigorous and enhanced learning experience equal to or better than our face-to-face courses
- Providing on-going training in online andra/pedagogy-based principles to coincide with available and new technology
- Showcasing and rewarding quality online instructors/courses
- Expanding our online and program course offerings

These are lofty goals, but attainable if strategically implemented. Moreover, these goals continue the QEP’s emphasis on increasing student success by further enhancing the quality of the courses and ultimately the programs the College provides. This, of course, aligns directly with Blue Ridge Community College’s Strategic Plan and Mission Statement: “to provide quality education and training opportunities that support student learning, enhance student advancement and success, and meet the workforce needs of our community.”

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Appendix 1a: QEP Development Committee Membership

- Ben Hardy, Chair — English Instructor & TCC Faculty Chair
- Carol Ann Lydon — Director, Planning, Research, and Institutional Effectiveness
- Jason Ford — Director of Distance Learning
- Kathy Allen — VP for Instruction
- Philip Hosmer — Chair Service Careers Programs
- Pat Horlick — Instructional Designer
- Judith Harris — Director, Disability Services & Counselor
- Josh Bledsoe — Communications Instructor
- Michele Handy — TCC Librarian and Student Success Center Coordinator
- Rich Keen — Educational Television Coordinator
- Jack Igelman — Economics Instructor
- Wanda Gant — Student Success Center Coordinator

Appendix 1b: QEP Marketing Committee Membership

- Rob Rhodes, co-chair — Student Services Coordinator, TCC
- Jennifer Hilbert, co-chair — Student Activities Coordinator
- Jennifer Treadway — Drama Faculty
- Ali Norvell — Director, Library Services
- John Norvell — Mathematics Faculty
- Edward Maglott — Technology Coordinator
- Joe Shook — Chair of Transportation Technologies
- Leanne Ruff — Chair of Business Programs

Appendix 1c: QEP Implementation Team Membership

- Jason Ford, QEP Administrator — Director of Distance Learning
- Ben Hardy — Chair of Transylvania County Campus Instruction
- Philip Hosmer — Chair of Service Careers Programs
- Jack Igelman — Economics Instructor
- Carol Ann Lydon — Director, Planning, Research, and Institutional Effectiveness
- Theresa McCall — Registrar's Clerk
- Sharon Suess — Chair of Engineering and Advanced Manufacturing Programs
- Brad Toms — Fire Protection Technology Instructor
- Kathy Allen — Vice President, Instruction
- Dan Rosenthal — Instructional Designer
- Jennifer Hilbert — Student Activities Coordinator
- Annelise Hagedorn — Sociology Instructor
- Chad Merrill – Vice President, General Administration

Appendix 2: Slogan Contest Submissions

#	SLOGAN
1	It's terrifically tubular!
2	By the power of Blue Ridge, you have the power.
3	It don't matter, nothing matters.
4	Totally tubular man.
5	Gnarly.
6	Totaccular man.
7	Learning Transmission: Engage it for success!
8	SAFEST (Students And Faculty Engaging for Success Together)
9	FEWOS (Faculty Engaging With students for Online Success)
10	OSEFS (Online Success by Engaging Faculty and Students)
11	The key to success is to appreciate how people learn.
12	Tomorrow's skills Today.
13	Designing an experience.
14	You can make a difference.
15	Talented teachers, empowered parents, successful students.
16	Experience the difference.
17	The future is here.
18	Measuring creative potential and implementation.
19	Rewarding Education.
20	Student engagement is the product of motivation and active learning.
21	BRCC is there when you've fallen and can't get up. (life alert)
22	Classroom courses.....I pity dat fool (A-team)
23	BRCC online is totally tubular.
24	Get Back to Your Future With Online Courses
25	Start Your Excellent Adventure Today with BRCC's online Courses.
26	Move past the 80's, make the future happen, Today!
27	Whoever said Blondes were dumb never took an online class.
28	Become an Einstein, go online.
29	Don't be a fool. Go to school. Online classes = degrees.
30	SOS (Student Online Services or Students Online Success)
31	Get engaged. (hand out ring pops/candy rings)
32	Get technical and radical!
33	If you want to be your best, come to student success

#	SLOGAN
34	Hey wastoid, you're not going to blaze up in here!
35	Bodagoshis
36	Totally tubular dude, so stoked!
37	Get Stoked
38	Participating in the QEP is totally bodacious
39	Get Logged On!
40	The future is now, why not make it radical by enhancing yourself?
41	QEP is like totally rad dude!
42	I pity the fool who doesn't take our online classes!
43	Field of Dreams - If you building engaging online courses, student success will come
44	Nobody puts Baby in a corner in online course - from Dirty Dancing
45	Based on 1980's Wendy's TV commercial - Where's the beef in online courses? Student engagement. You could have a visual of the where's the beef commercial with student engagement on the bun
46	Based on 1980s Cheers TV show - Cheers to online courses, where everybody knows your name
47	Don't Stop Believing ByJourney (1981)...you're never too old; don't give up; there is a way...
48	Mr. T character from 80's TV show The A-Team: I pity the fool who is not engaged in online courses
49	Dirty Harry character from 1983 Sudden Impact movie: Go ahead, make my day, engage me in online courses.
50	Moodle to the Max: Make Time for Active Participation to Excel Online
51	Engagement is half the battle.
52	You down with QEP? Yeah, you know me!
53	Totally online learning to the max
54	Harness the power of the QEP Flux Capacitor to increase engagement and success in online courses!
55	Explore, Experience, Engage and Get Back to the Future You Deserve!!!
56	Connect 4 Success
57	Grass taste bad.

Appendix 3: Marketing Plan and Budget

Campaign	Tactic	Description	Owner	Distribution	Budget	Start Date
QEP Merchandise Giveaway	Public Relations	Items: Lanyards, stickers (for water bottles, laptops, cars) Screen wipes (attaches to back of cell phone with QEP logo	Marketing Committee	SGA/Student Ambassadors distribute at welcome events, orientations, student activities, etc. Staff will distribute lanyards in employee mailroom boxes and to students in the bookstore.	$1,300.00	FA ongoing (replenishing as needed)
Class Visits	Public Relations	SGA/Student Ambassadors visit different classes during September	Marketing Committee	SGA/Student Ambassadors visit classrooms (Moodle?)	$0.00	FA - ongoing
Website	Public Relations and Distance Learning	Develop a QEP webpage and Moodle Shell	Committee/Webmaster and DL Director	Website	$0.00	FA 2018 with semester updates for shell.
Social Media	Digital Advertising	Push QEP info each semester (Fall and Spring) on social media platforms - Facebook, Instagram, Youtube, and the College website (consider adding QEP icon to website to take stakeholders directly to the QEP webpage)	Marketing Committee/Director of Marketing and Communications	TCC Student Services/Director of Marketing and Communications	$100.00	FA, SP - ongoing
QEP Information Tables	Personal Connection	SGA/Student Ambassadors set up tables around campus. Guerrilla strategy to reach harder-to-reach students (Advanced tech, Health Science, Cosmo, etc.)	Marketing Committee	Marketing Committee	$50.00	FA, SP - ongoing
Student Welcome Events	Personal Connection	SGA/Student Ambassadors set up tables during student welcome events to reach students.	Marketing Committee	SGA/Student Ambassadors	$50.00	FA - ongoing

Campaign	Tactic	Description	Owner	Distribution	Budget	Start Date
Posters	Print Advertising	Copious posters around campus, Writing on the Wall, Blue Ridge View, etc.	Marketing Committee	SGA/Student Ambassadors	$400.00	FA ongoing (replenishing as needed)
Desktop Wallpaper	Digital Advertising	Prominently feature QEP on every College desktop. Rotating QEP messages/tips (5 per semester)	Marketing Committee/Director of IT	IT - at both campuses and off-campus instructional sites	$0.00	FA, SP - ongoing
BRCC Fall Theater Production	Public Relations	Information Table	Marketing Committee	Marketing Committee	$0.00	FA - ongoing
Local Public High Schools	Personal Connection	Career Coaches in both public school districts will share information to CCP students about QEP	Marketing Committee/Career Coach	Career Coach	$0.00	Start of CCP courses FA - ongoing

Appendix 4: Sample Discussion/Flipgrid Rubric Criteria

Criteria	Exemplary 4 pts	Proficient 3 pts	Developing 2 pts	Needs Work 0 – 1 pt
# of Contributions	Exceeds the number of required postings (initial post plus responses)	Meets the minimum number of required postings (initial post plus responses)	Less than the minimum number of required postings (initial post and at least one response)	Missing an initial post, or missing response to peers, or both post and replies are missing.
Engagement with Peers	Offers meaningful and relevant ideas or perspectives to the discussion; Demonstrates and incorporates an analysis of others' posts; Extends meaningful discussion by building on previous posts in the thread (e.g. providing feedback, asking follow-up questions). Respects both shared and opposing views, while offering constructive criticism or elaborative comments to help foster a civil discussion.	Elaborates on existing postings with further comment or observation. Respects both shared and opposing views, but does not offer constructive criticism or elaborative comments to help foster the discussion.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. Mostly summarizes what others have said without adding to discussion Often displays intolerance of opposing views, thereby restricting engagement in constructive dialogue.	Posts no follow-up responses to others; or contributions are shallow, irrelevant, or disrespectful to others.

Appendix 5a: Dixson's Online Student Engagement Survey

Dixson, M. D. (2010). Creating effective student engagement in online courses: What do students find engaging? Journal of Scholarship of Teaching and Learning, 10(2), 1-13. Retrieved from https://www.iupui.edu/~josotl/archive/vol_10/no_2/v10n2dixson.pdf

Online Student Engagement Survey

By Marcia Dixson (dixon@ipfw.edu)

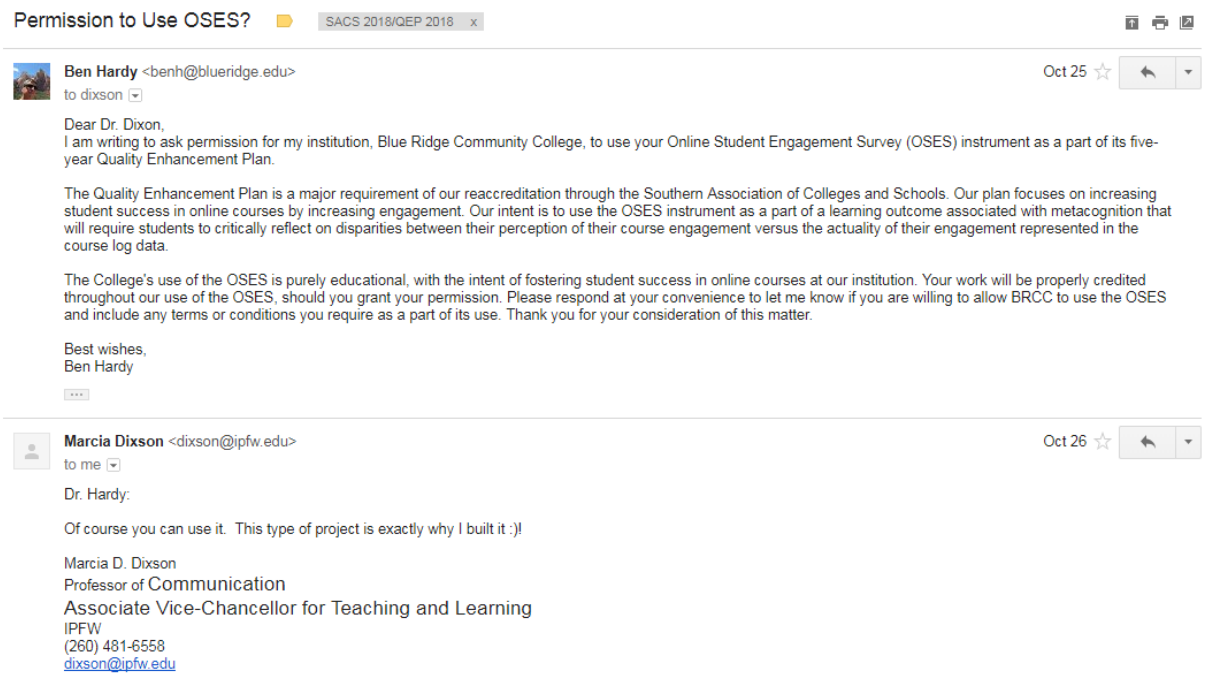
1. Making sure to study on a regular basis (Skills subscale)
2. Putting forth effort (Emotional subscale)
3. Staying up on the readings (Skills subscale)
4. Looking over class notes between getting online to make sure I understand the material (Skills subscale)
5. Being organized (Skills subscale)
6. Taking good notes over readings, PowerPoints, or video lectures (Skills subscale)
7. Listening/reading carefully (Skills subscale)
8. Finding ways to make the course material relevant to my life (Emotional subscale)
9. Applying course material to my life (Emotional subscale)
10. Finding ways to make the course interesting to me (Emotional subscale)
11. Really desiring to learn the material (Emotional subscale)
12. Having fun in online chats, discussions or via email with the instructor or other students
13. (Participation subscale)
14. Participating actively in small-group discussion forums (Participation subscale)
15. Helping fellow students (Participation subscale)
16. Getting a good grade (Performance subscale)
17. Doing well on the tests/quizzes (Performance subscale)
18. Engaging in conversations online (chat, discussions, email) (Participation subscale)
19. Posting in the discussion forum regularly (Participation subscale)
20. Getting to know other students in the class (Participation Subscale)

* Student Responses range from 0 (Not at all characteristic of me) to 4 (very characteristic of me)

* * Highly engaged students are those who reported engagement scores above the mean of 3.4

(Dixson, 2010).

Appendix 5b: Permission to Use Dixson's Online Student Engagement Survey



Permission to Use OSES? SACS 2018/QEP 2018 x

Ben Hardy <benh@blueridge.edu> Oct 25
to dixson

Dear Dr. Dixon,
I am writing to ask permission for my institution, Blue Ridge Community College, to use your Online Student Engagement Survey (OSES) instrument as a part of its five-year Quality Enhancement Plan.

The Quality Enhancement Plan is a major requirement of our reaccreditation through the Southern Association of Colleges and Schools. Our plan focuses on increasing student success in online courses by increasing engagement. Our intent is to use the OSES instrument as a part of a learning outcome associated with metacognition that will require students to critically reflect on disparities between their perception of their course engagement versus the actuality of their engagement represented in the course log data.

The College's use of the OSES is purely educational, with the intent of fostering student success in online courses at our institution. Your work will be properly credited throughout our use of the OSES, should you grant your permission. Please respond at your convenience to let me know if you are willing to allow BRCC to use the OSES and include any terms or conditions you require as a part of its use. Thank you for your consideration of this matter.

Best wishes,
Ben Hardy

Marcia Dixson <dixson@ipfw.edu> Oct 26
to me

Dr. Hardy:

Of course you can use it. This type of project is exactly why I built it :)!

Marcia D. Dixson
Professor of Communication
Associate Vice-Chancellor for Teaching and Learning
IPFW
(260) 481-6558
dixson@ipfw.edu

Appendix 6: QEP Faculty Engagement Rubric - DRAFT

	Low interactive qualities (1 point each)	Minimum interactive qualities (2 points each	Moderate interactive qualities (3 points each)	Above average interactive qualities (4 points each)	High level of interactive qualities (5 points each)
Evidence of Instructor Engagement	Instructor responds only randomly to student queries; responses usually take more than 72 hours; feedback is brief and provides little analysis of student work or suggestions for improvement.	Instructor responds to most student queries; responses usually are within 72 hours; feedback sometimes offers some analysis of student work and suggestions for improvement.	Instructor responds to all student queries; responses usually are within 48 hours; feedback usually offers some analysis of student work and suggestions for improvement.	Instructor responds to all student queries; responses usually are prompt, i.e., within 36 hours; feedback always offers detailed analysis of student work and suggestions for improvement.	Instructor responds to all student queries; responses are always prompt, i.e. within 24 hours; feedback always offers detailed analysis of student work and suggestions for improvement, along with additional hints and information to supplement learning.
Instructional Designs for Interaction	Instructional activities do not require two-way interaction between instructor and students; they call for one-way delivery of information (e.g., instructor lectures, text delivery) and student products based on the information.	Instructional activities require students to communicate with the instructor on an individual basis only (e.g., asking or responding to instructor questions).	In addition to the requiring students to communicate with the instructor, instructional activities require students to communicate with one another (e.g., discussions in pairs or small groups).	In addition to requiring students to communicate with the instructor, instructional activities require students to develop products by working together cooperatively (in pairs or small groups) and sharing feedback.	In addition to requiring students to communicate with the instructor, instructional activities require students to develop products by working together cooperatively (e.g., in pairs or small groups) and share results and feedback with other groups in the class.
Interactivity of Technology Resources	Technology use focuses primarily on one-way delivery of information (text and/or graphics); primary tools are pages, hyperlinks, and/or uploaded documents).	Technology use focuses on one and basic two-way, asynchronous exchanges of information (text and graphics); primary two-way tools for interaction are email and announcements.	In addition to technologies used for two-way asynchronous exchanges of information, instructor uses chat messaging tools (e.g., LMS messaging tools, Remind) to allow for synchronous exchanges of primarily written information.	In addition to technologies used for two-way synchronous and asynchronous exchanges of written information, additional video technologies (e.g., Flipgrid) are used to increase instructor-to-student and	In addition to technologies to allow two-way exchanges of text/visual information, visual technologies such as two-way video or videoconferencing (e.g., Collaborate, Google Hangouts, Adobe Connect) allow synchronous voice & visual communications

	Low interactive qualities (1 point each)	Minimum interactive qualities (2 points each	Moderate interactive qualities (3 points each)	Above average interactive qualities (4 points each)	High level of interactive qualities (5 points each)
				student-to-student communications.	between instructor and students and among students.
Social/Rapport-building Designs for Interaction	The instructor does not encourage students to get to know one another on a personal basis. No activities require social interaction, or are limited to brief introductions at the beginning of the course.	In addition to brief introductions, the instructor requires one other exchange of personal information among students, e.g., written bio of personal background and experiences.	In addition to providing for exchanges of personal information among students, the instructor provides at least one other in- class activity designed to increase communication and social rapport among students.	In addition to providing for exchanges of personal information among students and encouraging communication and social interaction, the instructor also interacts with students on a social/personal basis.	In addition to providing for exchanges of information and encouraging student- student and instructor-student interaction, the instructor provides ongoing course structures designed to promote social rapport among students and instructor.
Evidence of Learner Engagement	By end of course, most students (50–75%) are replying to messages from the instructor, but only when required; messages are sometimes unresponsive to topics and tend to be either brief or wordy and rambling.	By end of course, most students (50– 75%) are replying to messages from the instructor and other students, both when required and on a voluntary basis; replies are usually responsive to topics but often are either brief or wordy and rambling.	By end of course, all or nearly all students (90–100%) are replying to messages from the instructor and other students, both when required and voluntarily; replies are always responsive to topics but sometimes are either brief or wordy and rambling.	By end of course, most students (50–75%) are both replying to *and* initiating messages when required and voluntarily; messages are detailed and responsive to topics, and usually reflect an effort to communicate well.	By end of course, all or nearly all students (90–100%) are both replying to and initiating messages, both when required and voluntarily; messages are detailed, responsive to topics, and are well-developed communications.

Adapted from Roblyer's (2004) rubric for assessing interactive qualities in distance courses. Copyright © 2004, M. D. Roblyer (mroblyer@polaris.umuc.edu). Used by blanket permission of the author for nonprofit research and/or education only.

Appendix 7: Online Student and Faculty Best Practices Brochure - DRAFT

Help For Faculty:

Faculty Moodle Training

Insert Available Training Dates For Moodle Topics Being Offered in the current Semester and information on who to contact to complete the faculty Moodle training online.

Tech Support

BRCC Help Desk	828-694-1895
24/7 Help Desk	866-833-2415
Distance Learning	828-694-1646
& Moodle Help	828-694-1852

Visit the Help Desk

Located inside the HCC TEDC Building. Check the Schedule on the BRCC Website for Hours.

Help for Students:

Orientation to Moodle

Online -
The Moodle Online Orientation for Students will appear on your *Dashboard* or *My Courses* listing. You can take this self-paced orientation to familiarize yourself with Moodle if you cannot attend a face to face session.

Face-to-Face -

Insert Meeting Schedules for HCC, TCC campuses for seated Moodle Orientation Here.

Tech Support

BRCC Help Desk	828-694-1895
24/7 Help Desk	866-833-2415
Distance Learning	828-694-1646
& Moodle Help	828-694-1852

Visit the Help Desk

Located inside the HCC TEDC Building. Check the Schedule on the BRCC Website for Hours.

Blue Ridge COMMUNITY COLLEGE

Insert QEP Logo Here

Quality Enhancement Plan

"Explore, Experience, Engage: Get Online @ Blue Ridge"

Henderson County Campus	Transylvania County Campus	Health Sciences Center
180 West Campus Drive Flat Rock, NC 28731 **(828) 694-1700**	45 Oak Park Drive Brevard, NC 28712 **(828) 883-2520**	805 6th Avenue West Hendersonville, NC 28739 **(828) 694-1700**

Insert Picture of Student Using Moodle, Appropriate Stock Photo….etc	**Student Expectations:** **Engaged Students Will:**	**Faculty Expectations:** **Engaged Faculty Will:**
Passage describing the purpose of the QEP and how the following expectations will help everyone achieve their goals.	• Check the Moodle gradebook regularly and follow up with any questions. • Use communications guidelines from instructors to ensure they are receiving critical announcements. • Respond to all emails and communications from instructors within 1 business day. • Track assignment dues dates and make plans for their completion. • Follow the grading rubrics and expectations for each assignment • Read feedback on assignments and make suggested changes to future assignments. • Will be present in the course at least four days a week. This presence should include activities that actively connect with other students or the instructor. • Utilize the resources on campus when they need additional assistance in a subject or course (Student Success Center, SmarThinking, Library...etc	• Keep the gradebook in Moodle up to date with all items being graded within a week. • Establish what method of communication they will use with students (Remind, Moodle News and Announcements….etc) • Respond to all emails and communications from students within 1 business day. • Clearly identify all assignment due dates so that students can plan for them. • Provide grading rubrics and expectations for each assignment. • Give students meaningful feedback on assignments to help them improve. • Will be present in the course at least four days a week. This presence should include activities that actively connect with students. • Provide students with information on how they can receive assistance (Student Success Center, SmarThinking, Library...etc)

Appendix 8: Expectations for Faculty Teaching Online DRAFT

Faculty should be aware of the following expectations when designing and conducting their online courses. Blue Ridge faculty expectations for online instructors are located in the "observation checklist" which is used to evaluate your online course. It will be a good idea to go through this checklist to make sure that you meet or exceed expectations for your course. You can find the online observation checklist in Sharepoint (http://share.blueridge.edu/) under "Forms" – "Instruction" – "Online Course Observation."

Syllabus and Assignments

The syllabus should include student learning outcomes, the grading scale, and explanations of course policies. Use the school's syllabus template to help guide your development of the syllabus.

Between 3- 5 Student Learning Outcomes for the course should be present. These outcomes need to be measureable, and you should also state which assignment will assess each outcome.

Assignments should be thoroughly explained and include these basic components:

- Clear and precise explanation of the task, including the purpose of the assignment and guidelines for submission
- Precise description of the grading criteria (including grading rubric would be helpful for major course assignments)

Faculty Information

Instructors should post a picture and share information about themselves—their interests, background—nothing too personal, but enough to humanize themselves. In Moodle, faculty contact information should be prominently featured on the opening page, on the syllabus, and/or in a welcome statement to students.

Communication

Communication is always important, but even more so in an online class. Instructors must communicate regularly with their online students and should do so in a variety of ways. Email, chat sessions, weekly class announcements (called "News and Announcements" in Moodle), Remind notifications, and regular participation in discussion boards and or Flipgrid assignments are all important means for this communication to take place. On the first day of class, for example, instructors should "show up" in an up-to-date welcome announcement.

Email

For their protection, instructors should use College email accounts rather than personal email so that all interaction is saved to the College's server. Email or Messages (through Moodle) are the most appropriate avenue for one-on-one communication between student and instructor (feedback on assignments, progress reports, etc. can also be done via the gradebook in Moodle), but they can also be used effectively for communicating with the entire class (reminders, notices, etc.).

Discussion Forums

Instructors should be visible in discussion boards on a regular basis, posting substantive, thoughtful entries that challenge, refine, and expand student thinking on an in-depth, multi-faceted question or issue. While no specific number is expected, instructors should post in forums on multiple occasions throughout the module. Instructors should help students respond to their peers in substantive ways by modeling the kinds of replies they expect and by questioning and challenging students when their thinking and communication are careless or substandard. Instructors should model the relevant intellectual standards and hold students' thinking to those standards: clarity, precision, accuracy, relevance, depth, breadth, logic, significance, and fairness.

Students need to know that their instructor is involved in the discussion. The instructor should not monopolize discussion, but should be the facilitator, manager, questioner, devil's advocate, and coach, using his or her expertise to drive the students' thinking and their communication of it to deeper, broader, more precise and significant levels. When there is no feedback from the instructor, students are left guessing.

Because comments are made in the immediate context of the class discussion, the discussion board is the most effective avenue for the instructor to share content-related questions, comments, illustrations, etc. that help improve and expand student thinking about course concepts.

Instructors should post clear deadlines (open and closing dates) for discussion boards in each forum. They should also provide students with clear, precise guidelines and grading criteria for discussion board participation.

News and Announcements Forum

In addition to the required welcome and close-out announcements at the beginning and ending of the semester, instructors could also post weekly wrap-up announcements that briefly recap the previous week's activities and preview upcoming content. To be visible in the online classroom, whenever instructors send class *email* reminders, they should also post announcements. (In Moodle, when an instructor posts to the news/announcement forum, all students are automatically emailed the information as well.) Announcements are effective avenues for class reminders and class-related news, instructions, updates, etc.; they are not the best forum for substantive, in-depth comments about course content.

Remind

Remind is an effective tool for communicating simple announcements to students in a manner they prefer. Remind allows instructors to send short announcements to student to their designated phone number as a text message or to their preferred email address. Instructors using Remind should include a Remind URL block in their course so that all announcements sent using Remind are recorded within the online course environment as well.

Tone of the course

According to Fenton and Watkins in *Fluency in Distance Learning* (2007), a successful online instructor:

- facilitates effective online communication that establishes a sense of community among all course participants, fosters information sharing and open dialogue, and supports active participation
- employs sound instructional design focused on delivering a quality learning experience that includes consideration of design principles such as content organization, layout, and use of color and graphic elements

Since they will not be able to rely on their physical presence and charisma to create a welcoming tone and foster a sense of community, online instructors should think about the tone they convey through their *communication* (email, announcements, discussion board) and *course design* (layout, color, graphics). An inviting, friendly tone enhances learning and retention. Too often, online courses seem chilly, impersonal, and unwelcoming. Such a tone does not enhance learning. Instructors can communicate high expectations in a structured class environment *and* make students feel welcome online; it simply takes a little more work to do so than in a face-to-face classroom.

To create a positive tone in their courses, instructors can:

- Create a positive first impression: Is the environment chilly and impersonal or welcoming and friendly? Does this course appeal to experienced Internet users or will students find it to be drab and uninspiring? Does the environment encourage students to spend time in the course?
    - Add an interesting, relevant banner that students see every time they enter the course. (In Moodle, it's not called a banner, but faculty can insert an image that appears at the top of the course.) The Distance Ed office can share examples and help instructors create banners.
    - Ask a colleague to visit their course as a potential student: Is the design inviting? Is the initial instructor communication positive, open, and friendly?
- Offer positive comments as well as specific, critical feedback on assignments and discussion postings.
- Respond promptly and thoroughly to student questions. Do not just answer a student's e-mail with a one or two-word response.
- Share enough personal information to humanize themselves.
- Post pictures and possibly video greetings.

Instructor Presence

Instructor presence encompasses many aspects of the instructor's behavior in the online course. Put simply, it is the instructor's duty to "show up and teach" (Ragan, 2009). The instructor should

be a palpable presence, interacting with students and course material for the duration of an online course.

Instructor presence, then, includes but is not limited to behaviors such as

- Communicating promptly and consistently using a variety of methods.
- Participating in discussion forums, chats, Flipgrid assignments, and other interactive/collaborative assignments.
- Responding fully and thoughtfully on graded assessments.
- Returning assessments in a timely fashion.

Census and Withdrawals

At the beginning of the semester, make every effort to contact those on your roster who are not accessing the course by phone and/or e-mail. Offer help, and guide them to the appropriate resources. Make sure that your list of “participants” in Moodle matches your roster in WebAdvisor.

If you need to drop a student:

- Notify them before you drop them, and save the documentation of your notification.
- Remove them from your course.
- Drop the student in Colleague (or if you are not on campus, ask full-time instructors or the dean to assist you with this).
- Be sure to record the last date of attendance (LDA) in Web Advisor in WebAttendance.

Excerpts taken from:

Fenton and Watkins (2007). *Fluency in Distance Learning*

Ragan, L. C. (2009). *10 principles of effective online teaching: Best practices in distance education.* C. Hill (Ed.). Retrieved from http://www.facultyfocus.com/free-reports/principles-of-effective-online-teaching-best-practices-in-distance-education/

Surry Community College (2010). *Expectations for faculty teaching online.*

Appendix 9: Online Course Checklist DRAFT

Item to complete	Notes for Improvement / Revision	Completed
Before the beginning of each semester:		
Determine that all resources have been imported properly. Instructors should review the content during the import, but don't uncheck any graded activities during import, delete them AFTER the import. Remove any duplicate resources.		
Upload current Syllabus Template file with accurate and up-to-date information (current instructor, course information, grading scale, textbook info, locator card link, learning outcomes, assessments, etc.).		
Check to be sure you have the "College Policies and Important Information" Book and the Safety Resource in your course and that they are available for students to view.		
Class Questions Forum/News & Announcements Forums are present		
Catalog course description is present in "Course Summary" under "Edit Settings" in the "Administration" block Link to NCCCS Combined Course Library here		
Read through course and change due dates as necessary.		
Check all links to be sure they work.		
Update information and assignments as necessary.		
Syllabus Attendance Verification/Syllabus Confirmation assignment (10% activity) is set up with correct due dates (census date). Students are prompted to complete by that date. **REQUIRED** for auditing purposes, even in a Hybrid section.		
Create welcome announcement that includes course goals/objectives and clear expectations in order for students to know what is expected of them and where to get help		
Ensure grade book weights match your syllabus. For help with this, contact your Lead Instructor, Chair, Dean, or Instructional Designer		
Hide Parts of the course that are not intended to be shown yet. are hidden. To see the course from the student view, use the		

Item to complete	Notes for Improvement / Revision	Completed
"switch your role" to student (User menu, top right) to ensure that what is visible is correct.		
The day before course start date, and **each day during drop/add**, check Web Advisor for your roster and be sure the correct students are in your Moodle course. Remove students who are not on your roster.		
The first week of class:		
Open course on the **morning** of course start date. This is not done for you! Under course administration, click edit settings, drop down for visible- choose "show," then "save and display."		
Send syllabus file to your chair after updating.		
Complete the 10% census documents the day after your census date. Web Attendance is completed in Web Advisor. Any no-shows should be dropped in Colleague- off campus instructors should send the name, student ID# to the Lead Instructor, Chair, or Dean so we can drop them for you. **Make sure to remove any "no-shows" promptly from your Moodle course!**		
During the Semester:		
Check e-mail and course **each weekday** and respond to student questions. Grade assignments no later than one week after they are due. If a student does not turn in an assignment, mark a "0" in the grade book rather than leaving it blank. This will give students a more accurate and up to date reflection of their performance during the semester.		
Each month and at least before the 75% point of the semester withdraw students who have not completed work within a two-week period. Document student's last day of activity, which is the last day of attendance in an online course. **For financial aid regulations, students must be withdrawn prior to 30 days of non-attendance**.		
Mid-Semester (in preparation for the next semester):		
Communicate with Lead Instructor, Chair, or Dean to confirm book orders for course(s) you are teaching next semester. Textbooks are adopted through Faculty Enlight https://www.facultyenlight.com/		

Item to complete	Notes for Improvement / Revision	Completed
Communicate with Leah Knowles to request your Moodle shell for the next semester. She sends out an e-mail with a link to a Google sheet for you to indicate your course needs. If you do not hear from her, contact her at dl_knowles@blueridge.edu or 694-1646.		
Complete CRO in Sharepoint for any online courses for the upcoming semester. Instructions available in Moodle Resources for Faculty course. http://blueridge.mrooms.net/course/view.php?id=139#section-2		
End of Semester: See Moodle Resources for Faculty to find directions for any of these tasks. Don't hesitate to ask Lead Instructor, Chair, or Dean for help as needed		
Calculate grades and write final grades on grade sheet.		
Download grades from Moodle and print. Make a copy to attach to Grade Sheet.		
Complete WebAttendance on Web Advisor by checking the final two boxes when complete.		
Record Grades in Web Advisor		
Turn off your Moodle course to students		

If you use a publisher website for your fully online or hybrid courses, and your graded activities are completed outside of Moodle, plan to download the final gradebook from the publisher website. Upload it as a "file" to Moodle (hidden) for any auditing or online course observation questions. ***Best Practices*** *recommended for this type of "publisher facilitated" course include: allowing your students to participate in a Moodle introductory forum to encourage interaction/engagement, use the Class Questions forum for help, participate in a weekly Chat activity, and allow them to see their grades in the Moodle gradebook.*

The Syllabus Verification Assignment (10% Census) is required in all fully online and hybrid courses, and must be submitted to Vicky Burke in the Office for Instruction. *Be sure to check your census date – this will be different for every course. For a Hybrid Course: The first day of class will be the first day you actually meet with your students. DO NOT open your Moodle course until that first meeting date. Then, it would be a good idea to actually have students complete the Syllabus Verification Assignment during that first class period.*

Appendix 10: QEP Participating Instructor Contract

BLUE RIDGE COMMUNITY COLLEGE
QEP: INSTRUCTOR CONTRACT

DUE TO OFFICE FOR ADMINISTRATIVE SERVICES BY 9:00A.M. ON 5th OF THE PAY MONTH

PAYROLL NUMBER	POSITION NUMBER

NAME _____ Cell: _____

ADDRESS _____

JOB TITLE Full-time Instructor - One-time stipend for QEP training and course revision DEPARTMENT Instruction

BEGINNING DATE Month, Day, Year ENDING DATE Month, Day, Year

PAY MONTH	HOURS	X	HOURLY RATE	=	TOTAL	PAID BY CHECK #
					500.00	
Total Hours:			Total Pay:		500.00	

PAYROLL CODES	% of Pay	BUDGET AMOUNT

By participating in the QEP I agree to:

- Adhere to the expectations required by the college for online instructors
- Complete the required Quality Matters Teaching Online Certificate program.
- Integrate and actively use Remind into my course for instructor-to-student engagement
- Integrate four Flipgrid assignments for student-to-student engagement
- Review and revise my course based on the Engagement Rubric and feedback of the QEP team.
- Record required data needed for measuring the QEP.

For my participation I will receive:

- The above stipend paid upon completion of both the training and course revision.
- A Quality Matters Certification for Online Teaching (along with any resources that come with it)

_____ _____
DATE EMPLOYEE

_____ _____
DATE ADMINISTRATOR

Appendix 11: Director of Distance Learning Job Description

Position Title: Director of Distance Learning

Division: Instruction

Position Category: Dean/Director - Professional

Department: Educational Support

Classification: Full-time, Exempt

Supervisor: Vice President for Instruction

Statement of Primary Purpose: The Director of Distance Learning provides leadership for the College's Distance Learning program as chair of the standing Distance Learning Committee. Interactive media, on line courses, and asynchronous learning modules will be utilized. This position also coordinates the development and training for instructional technologies through meaningful and timely staff and faculty development programs.

Essential Functions and Responsibilities:

- Coordinates and provides leadership and planning for the College's distance learning programs.
- Supervises other staff members in the Distance Learning Department.
- Assists in developing and maintaining the College's web resources and online tutorials.
- Works individually with faculty members to stimulate, guide, and assist those who wish to use technology to improve effectiveness of instructional media, particularly within the Moodle online courseware platform.
- Offers workshops, training, and tutorials for online curriculum and continuing education students.
- Explores new technological concepts and techniques that may benefit instruction.
- Extends the resources and programs of the College to the community through technology.
- Works with other community colleges, NCIH personnel, and the Community College System state office in the coordination of distance learning projects; initiates Instructional Service Agreements (ISA)
- Serves on campus committees and fulfills other duties as assigned by the Vice President for Instruction.
- Works cooperatively as necessary with the Associate Vice President / CIO for Technology.
- Ensure compliance and confidentiality with all policies and procedures of the College, NC Community College System, and applicable State and Federal agencies.

Additional Duties and Responsibilities:

- This position reports directly to the Vice President for Instruction.
- Oversees the implementation of the College's QEP, maintains necessary records, and submits necessary reports for its duration.
- Perform other duties as assigned.

Minimum Qualifications

Education: Bachelor required, Master's preferred

Experience:

- Three years experience working in instructional technology and online education;
- Experience developing and delivering training and support services for online learning;
- Knowledge of and experience in application of best practices in educational technologies, instructional design, and quality online course delivery;
- Experience with a Learning Management system (LMS);
- Demonstrated knowledge of Regional College Accreditation requirements and best practices as related to educational technologies and online education;

Preferred Qualifications:

- Higher education online teaching experience, preferably at the community college level;
- Experience supervising others, particularly within educational technology / online educational setting
- Strong technical writing skills and experience developing training materials;
- Knowledge of streaming audio and video, compression methods, file types and formats;
- Familiarity with graphic design elements appropriate for web-based instruction and learning;
- Proven ability to coordinate and direct multiple projects with faculty and staff
- Familiarity with the Moodle LMS
- Experience with Quality Matters ™ or other quality rubrics
- Completion of graduate level Distance Education certifications or degree

Knowledge and Skills:

- The ideal person will possess strong personal and professional integrity, effective verbal and written communication skills, and a commitment to safety.
- Ability to work independently and handle multiple projects with varying priorities.
- Knowledge of LMSs – specifically Moodle
- Ability to edit/ update faculty support web pages
- Working experience with various multimedia software for course enrichment (Camtasia, Audacity, SoftChalk, Dreamweaver, etc.);
- Expert knowledge of current Microsoft Office software;
- Excellent verbal and written communication skills;
- Superior interpersonal and team oriented aptitude;
- Ability to work collaboratively in an higher education environment;
- Ability to advise faculty in the design, development, and implementation of technology that supports and enhances quality instruction and student learning;
- Ability to communicate technical concepts effectively to students and staff;
- Demonstrate and model employability soft skills including: adaptability, communications, information processing, problem solving, responsibility and teamwork

Working Conditions: Indoor office environment; moderate level of interruptions; frequent deadlines; occasional irregular work hours.

Physical Demands: The ability to perform all duties associated with the position including, but not limited to lifting, prolonged standing, sitting, bending, stooping, and operating or performing work with associated tools and machines.

Date Last Revised: 11/1/17

Appendix 12: Instructional Designer Job Description

Position Title: Instructional Designer

Division: Technology

Position Category: Professional - Support

Department: Learning Technologies (formerly Instructional Technologies and DL Support)

Classification: Full-time, Exempt

Supervisor: Director of Distance Learning

Statement of Primary Purpose: The purpose of this position is to provide consultation to College faculty in the application of instructional design best practices and the incorporation of technology into College course materials. He/she will be responsible for the development, scheduling, and delivery of comprehensive training and support services to promote, support and expand the effective use of online and classroom technologies for teaching and learning.

Essential Functions and Responsibilities:

- Collaborates and applies knowledge of instructional design and adult learning theory to the creation, design and implementation of learning activities, tools, software and materials to support and improve College courses and programs.
- Translates learning outcomes into appropriate learning activities and assessments.
- Provides services that support College faculty in the quality design, development and delivery of online courses.
- Develops and delivers comprehensive LMS training (currently in Moodle) and helps develop effective LMS training materials and course templates.
- Creates written and interactive tutorials and reference materials for a wide variety of technologies.
- Collaborates directly with the Director for Leaning Technologies, Deans and faculty to manage observations of and quality for online courses.
- Assists in selection, testing and implementation of Moodle Modules and Blocks.
- Undergoes continual skills development by attending appropriate workshops and other professional development opportunities.
- Other duties as assigned by the Director for Learning Technologies.
- Ensures compliance and confidentiality with all policies and procedures of the College, NC Community College System, and applicable State and Federal agencies.

Additional Duties and Responsibilities:

- Assist with other media projects of the College as needed that apply directly or indirectly to teaching and learning at the College.
- Perform other duties as assigned.

Minimum Qualifications

Education: Bachelor's degree in a related field required (Educational or Instructional Technology, Library Science, Computer Science, Curriculum Design, etc.) Master's degree in Instructional Design, Digital Media Design or related field preferred.

Experience:

- Three years experience developing and delivering training and support services; higher education teaching experience, preferably at the community college level, and preferably online.
- Experience in the design and development of online courses;
- Working knowledge of best practices in instructional design and quality online course delivery;
- Experience developing and delivering training and support services for online learning;
- Experience with a Learning Management system (LMS);
- Demonstrated knowledge of instructional design, educational technologies and Regional College Accreditation requirements and best practices;

Preferred Qualifications:

- Strong technical writing skills and experience developing training materials;
- Knowledge of streaming audio and video, compression methods, file types and formats;
- Familiarity with graphic design elements appropriate for web-based instruction and learning;
- Proven ability to coordinate and direct multiple projects with faculty and staff
- Familiarity with the Moodle LMS
- Experience with Quality Matters ™ or other quality rubrics
- Completion of graduate level Distance Education certifications

Knowledge and Skills:

- The employee will possess strong personal and professional integrity, effective verbal and written communication skills, and a commitment to safety.
- Ability to work independently and handle multiple projects with varying priorities.
- Knowledge of LMS's – specifically Moodle
- Ability to edit/ update faculty support web pages
- Working experience with various multimedia software for course enrichment (Camtasia, Audacity,
- SoftChalk,Dreamweaver,etc.);
- Expert knowledge of current Microsoft Office software;
- Excellent verbal and written communication skills;
- Superior interpersonal and team oriented aptitude;
- Ability to work collaboratively in an higher education environment;
- Ability to advise faculty in the design, development, and implementation of technology that supports and enhances quality instruction and student learning;
- Ability to communicate technical concepts effectively to students and staff;
- Demonstrate and model employability soft skills including: adaptability, communications, information processing, problem solving, responsibility and teamwork

Working Conditions: Indoor office environment; moderate level of interruptions; frequent deadlines; occasional irregular work hours.

Physical Demands: The ability to perform all duties associated with the position including, but not limited to lifting, prolonged standing, sitting, bending, stooping, and operating or performing work with associated tools and machines.

Date Last Revised: 8/27/12